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New Teacher Perceptions - Mentoring and Coaching at a California Catholic School

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New Teacher Perceptions: Mentoring and Coaching

at a California Catholic School

Shawna Lee Pautsch

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Educational Administration

Nicholas J. Markette, Ed.D., Faculty Chair Dissertation Committee

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Abstract

An explanatory case study was employed to explore the perceptions of the influence of coaching and mentoring programs on new first-year teachers. The research was conducted at a private Catholic high school in California. Guided by the situational leadership model, which was founded in the ideal that no single approach to leadership exists, this study examined how new first-year teachers perceive the influence of coaching and mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California. This study revealed that new first-year teachers perceived that coaching and mentoring had a significant impact on their growth and performance as well as their students' learning. Nine new first-year teachers participated in semistructured interviews with the researcher. Questionnaires were also utlized to gather data from all new first-year teachers some of whom may not have opted to participate in the interview. A focus group of site administrators was also used. The questionnaires, interviews, and focus group data were coded using hand coding and Nvivo software. Responses to the questionnaires, the interviews, and the focus group reflected the new first-year teachers' perceptions of coaching and mentoring programs. New first-year teachers benefit from the support of experienced teachers who act as coaches and mentors. Future studies should discuss the long-term impact of the program as well as expand the scope of the study.

Keywords: new teachers, mentoring, coaching, induction, instructional coach, mentor, teacher training

Dedication

This dissertation is dedicated to:

My parents, Larry & Helen Pautsch….I am forever grateful. Thank you for believing in me and in the value of education. Dad, you never gave up. Mom, your strength and courage empowered me. My only regret is that neither of you saw me accomplish this milestone in my education.

My sister, Sheila Sue Pautsch…your support and friendship gave me the will to carry on. You are an inspiration.

My dear friend, Lena Totah Glasgow…your belief in me gave me strength.

A wonderful colleague, Sean Basford…your willingness to take the journey in pursuit of excellence encouraged me to continue.

My coaches and mentors…your belief in me made a better teacher and administrator.

Sue Bernatz, Jenny Hall, Jan Lovette, Sr. Rachel Crotti, & Trudy Mazzarella

My colleagues at Rosary Academy and SMCHS – the unsung heroes – Your commitment to growth, innovation, and transformation in education pushed me to be my best self. Thank you for answering the call to our ministry and inspiring students every day.

My students - I believe in you. You can do anything if you work for it! We only fail when we give up on learning and stop trying.

Acknowledgement

As Greenleaf (2003) shares, "if one is servant, either leader or follower, one is always searching, listening, expecting that a better wheel for these times is in the making" (p. 23). This journey has been part of my search and my attempt to make me a better teacher and leader. If I am better, my hope is to guide others to continue to improve education. However, no one is alone on that journey. I am truly blessed with supportive, patient, and understanding friends, colleagues, mentors, and a wonderful family.

I would like to express the deepest appreciation to my committee chair Dr. Nicholas Markette. Your support and gentle nudges even in my darkest moments made this dissertation possible. I thank my committee members, Dr. Parsons and Dr. Ghormley, for their persistence, patience, and guidance in this process. Without my dissertation committee, I would not have reached this milestone.

Finally, I give greatest honor and praise to our Lord who has been my light and source of inspiration and unconditional love.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Problem

Every August, thousands of new first-year teachers enter classrooms across the United States. New teachers are excited, scared, and ready to embark on the teaching journey. Sadly, every June half of those new teachers leave the profession (Bierbaum, 2016). The first three years of teaching greatly influence teacher performance, satisfaction, and retention (Darling-Hammond, 2006, 2010; Feiman-Nemser, 2001; Hunter, 2016). Feiman-Nemser (2001) suggested that the early years of teaching are "intense and formative time in learning to teach, influencing not only whether people remain in teaching, but what type of teacher they become" (p. 1026). Research studies conducted at the national and state levels identified key issues influencing a new teacher's decision to leave include inadequate preparation, poor school climate, inadequate classroom conditions, chaotic teaching environments, standardized assessments, and poor leadership (Bierbaum, 2016). Increasingly, finding ways for educators to work together more effectively and to improve the art of teaching especially for new teachers is more important to school and district leaders (Hunter, 2016). The teaching profession requires new teachers to complete systematic training that includes content preparation, teaching methodologies, educational technology and diversity training (Allen, 2013). However, every program offers a different approach or philosphy to teaching. No two training programs are alike. Focus on content, active learning, and coherence are some of the characteristics and qualities of new teacher training that are critical to a teacher's success in the classroom (Yirci, 2017).

New teachers face an often-daunting task as they enter the realm of classroom teaching (Marzano, 2017). Understanding the culture of the school, learning school policies and procedures, providing clear communication with students, and maintaining solid classroom management skills are just a few of the challenges faced by new teachers (Brennan, 2011).

Many new teachers struggle with anxiety and fear as they strive to be accepted by students, parents, and colleagues (Yirci, 2017). To countermand these concerns, many schools and districts have created coaching and mentoring programs to improve teacher growth and performance as well as improve student learning. Many teacher leaders and administrators are called to develop new teacher training as many agree students need outstanding teachers (Darling-Hammond, 2010).

Background, Context, History, and Conceptual Framework for the Problem

According to the Commission on Teacher Credentialing, California Standards for the Teaching Profession (2014), crafting learning communities built on respect as well as clear expectations and strategies that support diverse student populations and levels of student engagement in their learning are being developed to help new teachers. A number of studies regarding the challenges new teachers face in their initial years exist. Studies by Marzano (2017), Darling-Hammond (2006, 2010), Smith and Ingersoll (2004) provided educators, legislators, and others with reliable assessments of the effectiveness of teacher coaching, mentoring and induction programs. Bierbaum (2016) found that induction programs in the state of Colorado offered significant support in schools where progams were well-managed. The studies found by the researcher have focused on the impact of coaching and mentoring programs on teacher retention and teacher performance in public schools. However, few studies have explored how new teachers perceive the influence of coaching and mentoring on their growth and performance and their students' learning in a private, Catholic high school.

The foundational programs that include knowledge and experience are becoming regular mandates in public schools with many programs generated from a district office (Eisenberg, Eisenberg, Medrich, & Charner, 2017). As Smith and Ingersoll (2004) discussed, a new teacher will often be assigned to a mentor and placed in a mentoring program. Mentors actively

participate in the orientation training days. "Introductions do not need to be limited to face-to-face interaction. Virtual approaches may also be used, such as e-mail, Skype, Twitter, or similar methods" (Rothwell & Chee, 2013, p. 153). The new teacher is often provided with materials that describe the mentor program, establishes a calendar of activities, and clearly states the responsibilities of the mentor and the new teacher. Time is allotted for mentor and mentee to share information about themselves in order to start building a rapport (Ingersoll & Strong, 2011). Administrators are often watchful of the interactions and ensure the establishment of significant working relationships (Marzano, 2017).

In some schools, an instructional coaching model may be used to train new teachers. An instructional coach helps individuals learn and develop their craft which includes training new teachers how to use their classroom experience to help them grow. While there are a variety of coaching styles such as directive or nondirective (Figure 1), this study focused on the basic principles of instructional coaching (Killion, Harrison, Bryan, & Clifton, 2012). Instructional coaching improves classroom instruction through support, feedback, and individualized learning (Marzano, 2017). Within the spectrum of coaching found in Figure 1, instructional coaching is non-directive. The coaching approach requires a more reflective practice and encourages reflection as part of continual learning (Horne, 2012). The coach has experience with instructional improvement and finds methods to influence the new teacher's way of thinking about classroom activities and direct instruction (Robbins, 2015).

Spectrum of Coaching Skills

NON-DIRECTIVE
LISTENING TO UNDERSTAND
REFLECTING
PARAPHRASING
SUMMARISING
ASKING QUESTIONS THE RAISE
AWARENESS
MAKING SUGGESTIONS
GIVING FEEDBACK
OFFERING GUIDANCE
GIVING ADVICE
INSTRUCTING
DIRECTIVE

PUSH
Solving someone's problem for them

PULL
Helping someone solve their own problem

Figure 1. Styles of Coaching: Directive to Non-Directive (Killion et al., 2012).

With a solid foundation of instructional support, the new teacher, and the instructional coach can practice critical reflection, observation-feedback, and collaboration. Refining critical reflection skills in early-career teachers enhances the ongoing professional development by sharing information on teaching strategies and providing a safe place to discuss the challenges in a non-evaluative setting (Spangler, 2010). The feedback is intended to prompt the teacher to reflect on their actions. The instructional coach uses reflective questioning as well as data gathered during classroom visits to support instructional improvement (Pollard, 2015). The classroom observation encourages professional interaction and creates opportunities for discussion and growth. Collaboration enables teachers and instructional coaches to enrich teaching. Instructional coaches and new teachers engaged in developing their professional identity, shaped by practical expectations, academic demands, and cultural values enhance teaching (Lofthouse & Wright, 2012). "Becoming a teacher requires skill, knowledge and practical wisdom. Understanding teaching and learning requires the learner be engaged in

4

inquiry" (Couvier, Brandon, & Prasow, 2008, p. 3). However, similar programs are rare in Catholic schools (Brennan, 2011; Chatlain & Noonan, 2013; Shields, 2013). Many Catholic schools often include professional growth that includes Catholic principles and teachings (Shields, 2013).

Learning is the work of a school for the organization's future success (Fullan, 2011). At the core of coaching and mentoring programs is situational and organizational leadership. Situational and organizational leadership serve as foundations for instructional coaching and mentoring programs. One model of organizational leadership is Hersey's (1984) situational leadership model, which suggested that no single approach to leadership exists. Organizational leadership focuses on what strategies are best for the individuals and the group (Schmuck, Bell, & Bell, 2012). Leadership works to empower individuals. The same concepts are applied to the development of instructional programming. When developing coaching and mentoring programs, it is essential to consider the needs of the individual teachers as well as the culture of the school. In situational leadership, the style may change frequently to meet the needs of others in the organization based on the circumstances. In the same way, it is up to the instructional coach or mentor to change their style, not for the new teacher to adapt to the mentor's style. The premise of situational leadership allows new teachers to practice newly formed skills knowing that the mentor or coach is working to improve their teaching performance. The work allows for more collaboration and shared learning. Genuine collaboration requires team members to be open, cooperative, and dynamic (Robinson, 2013).

The spirit of teamwork demonstrated in Kelly and Schaefer (2014) stressed the importance of defining how a collaborative environment performs within one's organization as a group. Dynamic work environments mean all members are engaged and connected. Positive relationships between the mentor and the new first-year teacher allow for transformation

(Hallowell, 2011). The theory of self-interest can no longer be the accepted norm. Teachers can no longer be lone rangers working behind classroom doors (Lassiter, 2012). Providing training and defining what success means to the organization creates building blocks for a collaborative culture (Kelly & Schaefer, 2014). Given the body of research, one could infer that when a new teacher is connected to the organization, the desire to contribute and build excellence is created.

Statement of the Problem

As school doors opened in the fall of 2017, more than 100,000 classrooms in the United States were staffed by a teacher ill prepared to teach (Carver-Thomas & Darling-Hammond, 2017). The shortage was a symptom of poor teacher training and job dissatisfaction, especially among new teachers. Carver-Thomas and Darling-Hammond (2017) found that 90% of teacher vacancies were because teachers left the profession. They reported being dissatisfied with teaching. Mentoring and instructional coaching programs, as well as induction programs, work to combat teacher attrition (Knight, 2008). "Teacher attrition in the United States is about twice as high as in high-achieving jurisdictions like Finland, Singapore, and Ontario, Canada" (Carver-Thomas & Darling-Hammond, 2017, p. 3). Many new teachers do not receive support and leave the profession dissatisfied (Harmon, 2009). The research and work of individuals like Marzano (2017), Brennan (2011), Bierbaum (2016), and Boogren (2015) focus on the fundamentals of mentoring and coaching programs such content knowledge and pedagogical effectiveness. While there is significant research regarding mentoring and coaching in public schools (Chatlain & Noonan, 2013; Shields, 2013), there was a need to explore how new teachers perceived the influence of coaching and mentoring programs on their growth and performance in a Catholic high school in California.

Purpose of the Study

Effective teachers are those who are willing to try new ideas, especially when encouraged by a mentor or coach (Eisenberg et al., 2017). The purpose of this explanatory qualitative case study was to explore how nine new teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a Catholic school in California. This explanatory case study allowed for a better understanding of how the teachers, who were new teachers in a private Catholic high school, perceived their mentoring and coaching experience. Few previous studies have explored this topic. However, the question remained how to better understand the perceptions of new teachers regarding the effectiveness of mentoring and coaching programs especially in a Catholic high school in California.

Research Questions

This explanatory case study sought to understand how new teachers perceived the influence of coaching and mentoring programs during their first year. The study started deductively and allowed themes to emerge inductively in the analysis.

RQ$_1$: How do new, first-year high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?

RQ$_2$: How do new, first-year high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?

Rationale, Relevance, and Significance of the Study

This study explored the perceptions of new first-year teachers at a Catholic high school on how mentoring and coaching influence their growth and performance as well as their students' learning. Findings from this study may provide other researchers with a greater

7

understanding of the role of mentoring and coaching in Catholic schools. "New teachers consistently indicated that, while they found their teacher preparation to be comprehensive, they were not prepared for the academic challenges and the wide range of differentiation required in order to respond to students' needs" (Gardiner, 2017, p. 62). Teachers need to be lifelong learners (Radford, 2017). Despite the information regarding their preparation, there was paucity in their views on coaching and mentoring.

Understanding a new teacher's perception of coaching and mentoring programs will allow for improved programming. Improved professional development leads to more effective teachers (Kelly, 2012). Not all training programs are alike but providing new teachers with the greatest chances for success is critical to quality teaching and improved learning (Gardiner, 2017). Knowing how new teachers perceive the value of training program aides can work to create effective benchmarks for student achievement as well as support mechanisms for improved teacher practices (Kelly, 2012). While studies on perceptions of new teachers to instructional coaching and mentoring are few (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Guskey & Yoon, 2009), adding teacher perceptions to the current literature on coaching and mentoring may allow other researchers to review data for trends as well as improve new teacher training programs.

Definition of Terms

The terms instructional coaching, teacher induction, and mentoring programs are often used to describe a growing number of educational programs created to improve classroom teaching of first-year teachers (Radford, 2017). The following terms are defined to clarify their use throughout the study. It is important to define the essential terms and concepts of this study.

Collaboration: Collaboration is the ability of many individuals to work to accomplish a common goal or task. In education, collaboration involves teams of teachers working interdependently to improve teaching and learning (Fullan, 2011).

Induction: Support, guidance, and orientation programs for beginning teachers as they transition into the first years of teaching (Smith & Ingersoll, 2004).

Instructional coach: A coach works with new teachers in a much more narrow method and the the sole intent of promoting the new teacher's instructional competence (Marzano, 2017).

Instructional coaching: The coaching model aims to help teachers especially new teachers develop and improve instructional performance (Wolpert-Gawron, 2016).

Mentor: A veteran teacher who will spend time on instructional issues as well as socializing the instructor to the school environment, assisting in gathering resources, or in working through administrative procedures (Gardiner, 2017).

Mentoring: Individual guidance provided by seasoned veterans to beginning teachers (Smith & Ingersoll, 2004). Mentoring deals with all aspects of the teacher's role responsibilities.

New teacher: Teachers who are in their first year of teaching (Marzano, 2017).

Organization development (OD): OD is the study of organizational change and performance (Schmuck et al., 2012).

Situational leadership: A leadership theory whereby the leader adjusts their leadership style to fit the needs of their followers (Hersey, 1984).

Teacher training: Teacher training also known as teacher education is the study of policies, procedures, methodologies, and pedagogies needed to help teachers perform more effectively in the classroom situation (Grimble, 2017).

Assumptions, Delimitations, and Limitations

  Assumptions. Simon (2011) defined assumptions as conditions beyond the control of the researcher. The study assumed that the educational leaders participating in the focus group were familiar and aware of the definitions of coaching and mentoring as well as the content of the program on their campus. Assumptions were made regarding the truthful nature of respondents. The researcher assumed that participants openly and truthfully answered the questions in the individual interview and provided an honest reflection of their experience in coaching and mentoring programs.

  Delimitations. Delimitations define the boundaries in a research study and include the problem, sampling, instrumentation, and member checking (Herr & Anderson, 2015; Simon, 2011). Working with only new teachers and site administrators from a Catholic high school in California delimited the study. This qualitative case study was designed to learn more about how new teachers perceive the effectiveness of mentoring and coaching programs especially in a Catholic high school in California.

  Limitations. Creswell (2013) defined limitations as possible weaknesses or problems with a study. Certain limitations existed regarding this study due to the nature of the population that was chosen. The researcher served as an Assistant Principal at the school for three years. However, the researcher never served as a supervisor to participants. The study lends itself to a small number of participants. The population was limited to only new teachers in one Catholic high school in California. Only new teachers were invited to participate. Opinions and views of participants may be different from those who chose not to participate. Concern regarding the subjective factors of the instrument, which may unconsciously bias their responses, was also be considered. The accuracy of the statements was at times difficult to assess. This case study is a

single unit study that does not rely on data from any other Catholic high school in California. Therefore, the results of this study may not be generalized to any other schools.

Summary

Mentoring and instructional coaching are key components to improving teaching and learning (Marzano, 2017). The effectiveness of these programs must be measured by working with those at the center of the training—the new teacher. This chapter outlined the background and purpose of this study as a step to understanding the new teacher perceptive. The limited research on how new teachers perceive the influence of mentoring and coaching programs on their growth and performance as well as their students' learning drove this study.

This explanatory qualitative case study explored how nine new first-year teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a Catholic school. Chapter 2 reviews the literature regarding organizational leadership, teacher training, new teacher coaching, induction, and mentoring, and the chapter demonstrated the need to explore how new teachers perceive the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a private Catholic high school. Several themes emerged that were explored in the literature review, including the challenge of defining how new first-year teachers in Catholic schools perceive mentoring and coaching programs. Moreover, Chapter 2 establishes why an explanatory case study addresses the need in the literature while Chapter 3 provides a detailed review of the research study. Chapter 4 shares the study results and a summary and discussion of the findings. Finally, Chapter 5 gives recommendations for practice and future research.

Chapter 2: Literature Review

Teachers are entrusted with an extraordinary task: educating the next generation of adults. A good teacher is a key to a student's success, and the quality of a teacher can have lifelong consequences for students (Darling-Hammond, 2006). Concerns with teacher quality have led to increased recognition of how important teachers are to student achievement and learning. "Teachers are the lifeblood of the success of schools. But teaching is a creative profession" (Robinson, 2013, para. 5). Teaching is more than a technique; rather, it is an authentic connectedness between a subject and the students (Marzano, 2017). According to Marzano (2017), one could infer that teaching is both an art and a skill. "Teaching, properly conceived, is not a delivery system. Great teachers do that, but what great teachers also do is mentor, stimulate, provoke, and engage" (Robinson, 2013, para 5). However, even as new teachers complete university training programs, many are not fully prepared to teach. Such programs educate teachers in the strategies, methodologies, and pedagogies of teaching, but do not prepare them to manage subject content or students (Harmon, 2009). An effective teacher preparation program is well-structured and prepares the teacher candidate with content and instructional knowledge. The program also teaches the candidate practical application of skills as well as how to adapt to the variety of diverse experiences found in teaching (Bickley, 2016).

A new first-year teacher with strong pedagogical knowledge, but little classroom management skill, can become frustrated, disillusioned, and burn out quickly (Gardiner, 2017). Although content knowledge and pedagogy are closely linked, the development of one will not automatically improve the other. The mentor or coach works with the new first-year teacher to grow content knowledge and teaching methods used to convey the content. Merely signing a teacher agreement and beginning the onboarding process is not enough. The new teacher can no longer be handed the keys to the classroom, given a copy code, shown the staff bathroom, and

then left to succeed or fail on their own. The goal is to create more effective teaching (Kelly, 2012).

Many teachers will use their experience as a student to determine how they establish their classroom practices (Robbins, 2015). Teaching can no longer be a singular activity whereby the teacher creates a kingdom in the classroom. Together we can achieve more is true in education. The collective mind can bring dynamic change and empowerment. Fullan (2011) suggested that when we work with others, we are more socially engaged. Collaboration and cooperation are powerful concepts that directly impact our ability to think creatively, and therefore innovate. Our brain craves nourishment that includes social interaction (Lassiter, 2012). Teachers, especially new ones, need to collaborate with colleagues and create a culture of professional learning if they are to be successful (Koki, 2017). They also need support and guidance. New and veteran teachers must be prepared to be effective practitioners in the rapidly changing world of education. "If we want to grow as teachers—we must do something alien to academic culture: we must talk to each other about our inner lives" (Palmer, 1998, p. 12). The purpose of this qualitative case study was to explain how a sample of nine new first-year teachers perceived the influence of coaching and mentoring programs in a Catholic school system in California.

Literature most relevant to the research questions was selected for review based on its significance, quality, and empirical data. A literature search was conducted using multiple databases such as *ProQuest, Google Scholar, Sage, ERIC,* and *EBSCOhost*. In order to guarantee the literature's relevance, the researcher evaluated whether the studies provided an understanding of mentoring, instructional coaching, and induction programs. Journal articles, case studies, books, and dissertations that included qualitative and quantitative data were used. Keywords such as *mentoring*, *coaching*, *mentor*, *new teacher*, *teacher training*, *situational leadership*, *coach*, *teacher induction*, and *professional development* guided the online search.

The search included both unpublished and published documents and studies from the United States and other countries.

Problem Statement

There was a need to explore how new teachers perceived the influence of coaching and mentoring programs on their growth and performance and their students' learning in a private Catholic high school in California. In the first year of teaching, everything is new: the students; the school procedures; relationships with fellow teachers, administrators, and parents; how to plan and teach each day; classroom management and teaching style; and much more (Marzano, 2017). Not surprisingly, new teachers often do not receive adequate support and often become dissatisfied with the profession (Harmon, 2009). The first year of teaching should no longer be viewed as a trial or practice year, but rather the opportunity to offer targeted instructional support. New teachers need time and professional guidance to become successful, expert teachers (Boogren, 2015). As a result, many first year teachers are placed with mentors or instructional coaches (Darling-Hammond, 2006; Knight, 2005; Koki, 2017; Marzano, 2017; Mignott, 2011). However, the research did not adequately address how new teachers perceived the influence of coaching and mentoring on their growth and on their students' learning in private Catholic schools.

Studying new teachers' experiences with mentoring and coaching shed light on their perceptions and addressed issues related to individuals and the distinctiveness of the first year of teaching (Muylaert, Sarubbi, Gallo, Neto, & Reis, 2014). This explanatory case study expands the research on new teacher perceptions by using a combination of life stories within the context of daily teaching. The collection of interviews, questionnaires, and focus group records were appropriate for this investigation that investigated new teacher experiences and their learned significance.

Conceptual Framework

Educational research, by design, should advance academic achievement and understanding. Meaningful research must be grounded in a theoretical framework. By doing so, the research is conceptualized in theory and the researcher has a parameter with which to explore the topic. The purpose of this qualitative study was to explore how nine new first-year teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a private Catholic school system in California. This explanatory case study examined new teachers' perceptions of mentoring and coaching by recognizing the merits of situational leadership and teacher training. The conceptual framework for this qualitative study was based on situational leadership and teacher training. The study was based on the work of Hersey (1984), Schmuck et al., (2012), and Marzano (2017). Figure 2 and Figure 3 illustrate the framework for the conceptual premise. The illustration was created by the researcher based on how the data was found in the literature.
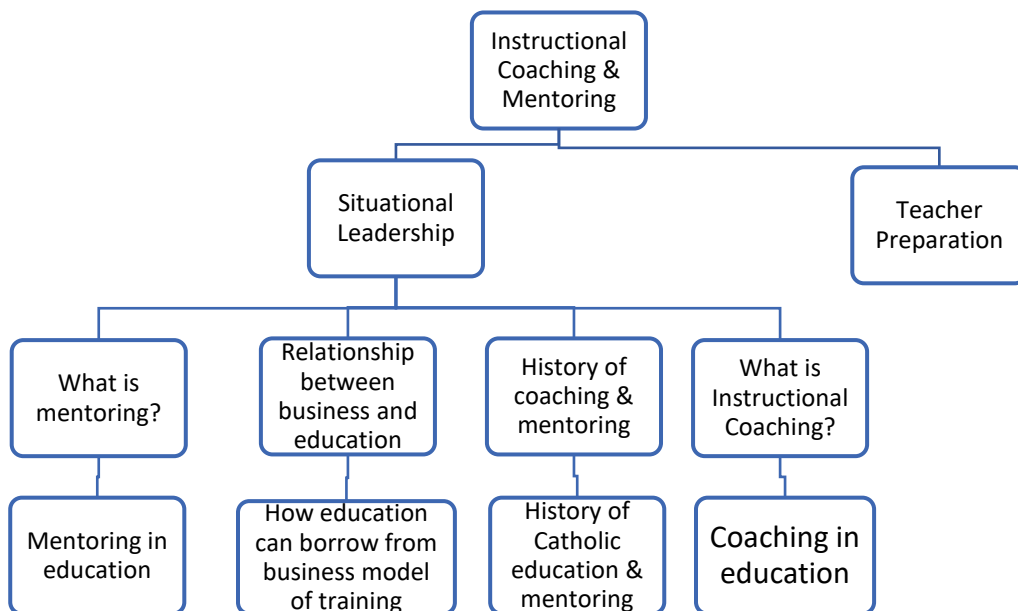
Figure 2. Conceptual framework, part 1
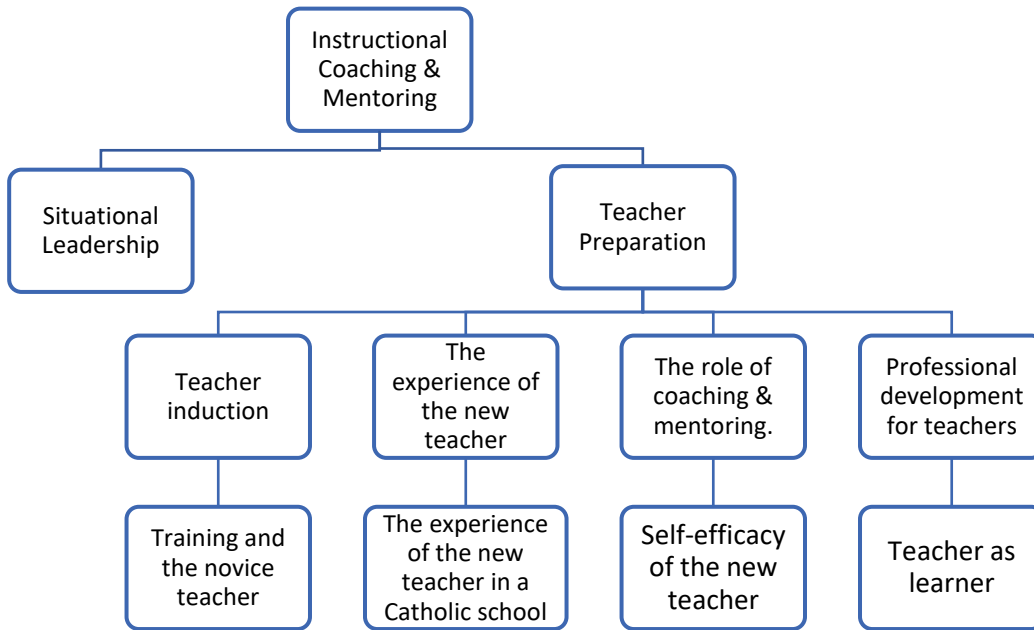
Figure 3. Conceptual framework, part 2.

Situational leadership. The situational leadership model enables leaders to influence others effectively (Hersey, 1984). The model draws heavily on the relationship between leader and follower. Situational leadership requires direction and support from the leader, and willingness of the follower to perform specific tasks (Hersey, 1984). With this approach, an instructional coach moves along the coaching spectrum from a directive to a nondirective approach (Figure 1) to work effectively with the first-year teacher.

Teacher preparation. The design of formalized programs is to license and certify that those who complete the specialized courses are now fully equipped to teach (Commission on Teacher Credentialing, 2014). Increasing changes and demands in education have contributed to a rise in coaching, mentoring, and induction programs. Preparing new teachers for the challenges of teaching requires specialized training (Marzano, 2017). Schmuck et al. (2012) stated that there was a trend in education to increase formal collaboration and cooperation among teachers. There is a need to create an effective team environment where new teachers work

collaboratively with each other and mentors or coaches. New teachers need guidance to develop collaboration skills and enhance their teaching skills (Kelly, 2013). Coaching, mentoring, induction, peer coaching, and instructional coaching are all considered ways to support and educate new teachers.

Smith and Ingersoll (2004) noted that "critics have long assailed teaching as an occupation that 'cannibalizes its young' and in which the initiation of new teachers was akin to a 'sink or swim,' 'trial by fire,' or 'boot camp' experience" (p. 682). The loss of quality teachers affects both student academic achievement and schools' finances. The attrition rate of new teachers affects student outcomes (Kelly, 2013; Lindqvist, Nordänger, & Carlsson, 2014). Teachers are the foundation of education, and without competent teachers, education falters (Mignott, 2011). Therefore, much attention and resources are necessary for preparing new teachers to meet the high demands of the profession.

Theoretical Framework

The "system of concepts, assumptions, expectations, beliefs, and theories that support and inform" the research make up the conceptual and theoretical framework (Maxwell, 2013, p. 39). Grounded in the concept of organizational development, the purpose of this study investigated teacher training from the personal perceptions of new teachers, especially those in private Catholic schools. Schools all over the country and throughout the world assign decisive importance to mentoring as a means of improving the professional development of new teachers. Mentoring has a positive influence on the professional and pedagogical as well as the emotional and personal spheres of a new teacher (Ingersoll & Strong, 2011). Specialized induction and mentoring programs tend to be organized and structured. Programs offer orientation to the school, socialization, and guidance. The dimensions of mentoring and coaching, and the ways

new teachers perceive them are critical to understanding their impact on teacher growth and improvement.

Mentoring is a long-term supportive relationship between a veteran teacher and a new teacher (Marzano, 2017). The veteran teacher passes on knowledge and guidance as the new teacher finds their way in their new role. Traditional models of mentoring focus on how a mentor exerts control over a new teacher (University of Virginia, 2012). The mentor establishes practices and offers specific instructional strategies. *Coaching*, on the other hand, results from peer-to-peer discussions that provide new teachers with objective feedback on their strengths and weaknesses (Kurz, Reddy, & Glover, 2017). The coaching model is more metacognitive in nature (Marzano, 2017). The coach supports instructional improvement by influencing the new teacher's thinking about various teaching strategies (University of Virginia, 2012). However, both mentoring and coaching, along with induction, are rooted in organizational leadership and are essential to teacher training.

Organizational development. Growth within an organization comes from change. Creating new norms, values, and relationships allows an organization to improve. Organizational development is about changing the culture of an institution. Growth involves a change that may not always be positive in nature (Curious, 2009). Curious (2009) explained that effective education induces growth that encourages further growth. Growth involves constant learning. Changing the way people within an organization interact and treat each other allows for organizational development. Schools are examples of organizations that experience changes. They are institutions full of daily interactions between teacher and student and teacher and teacher that encourage growth, development, and progress. Schmuck et al., (2012) described schools as social groups. As social groups, schools practice organizational development. They systematically plan sustained efforts to create procedural changes, process changes, and new

norms that bring about organizational development. Each year, new students, new faculty, and staff start forcing changes in the way people interact with and treat each other within a school. Altering the way faculty interact with each other, administrators and staff drive schools' organizational development (Marzano, 2017). "Organizational development is a deliberately planned, organization-wide effort to increase a school's effectiveness, and enable the organization to achieve its strategic goals (Schmuck et al., 2012). The practice of organizational development involves the entire system from the administrators to the faculty, and requires staff to plan, design, and implement programs that improve organizational effectiveness.

Schools and teachers prosper in a variety of ways when teachers, department chairs, and administrators work together. Research suggests there is a positive relationship between teacher collaboration and student achievement (Kueny-Runge, 2015). Administrators and educators need to work as united and collaborative teams to improve and find solutions to the educational problems they face. The goal of organizational development is to "develop a self-renewing culture in which discrepancies between actual and ideal conditions are viewed" (Schmuck et al., 2012, p. 49). In schools, a self-renewing culture includes strong collaboration between teachers and administrators as well as coherent instructional practices and effective systems for improvement. Collaborative schools are "innovative and efficient" (Lassiter, 2012, p. 35). They are dedicated to building knowledge and skills for both students and teachers. These schools are highly organized and have a shared vision and purpose that unite all stakeholders. School culture built on trust and respect develops collegial relationships (Marzano, 2017).

To effectively adapt and thrive in the educational arena, schools need to implement effective organizational development interventions aimed at improving performance at the student and teacher levels. Educational improvement is more about changing patterns of human behavior and action. Without human collaboration and commitment, schools are only bricks and

mortar. Yet, little research demonstrates how collaboration works to assist new teachers in improving their instruction or student learning.

The key element of collaboration is working to create a more democratic structure within a school or any organization. Open, honest communication will allow relationships to flourish and help bring change and improvement. Schmuck et al., (2012) are clear in the assertion that education is a human experience that helps students achieve their full potential. Situational leadership is one activity that allows schools to create a culture of sustainability through the ability of leaders to adapt to individual situations (Hersey, 1984). No one leadership style is thought to be better than another (Vella, 2013). Situational leadership contends that a good leader knows how to adapt in order to meet the set goals and objectives. When working with new teachers, it is critical that school and teacher leaders learn to work with the talent that each new teacher has (Rumley, 2010). They must work to adapt their teaching style to that of the new teacher. Induction, instructional coaching, and mentoring are rooted in organizational development and situational leadership concepts. However, few studies discuss how such organizational development has influenced new teachers' perceptions of mentoring, induction or coaching.

Collaborative inquiry is a model whereby members of a professional learning community (PLC) comes together to methodically examine their educational practices (Donohoo, 2013). Teachers working together to identify common challenges, analyze data and test various instructional approaches leads to systematic and collaborative work that is the foundation of collaborative inquiry (Allen, 2013). The concept is rooted in several different theories, including situated learning theory, adult learning theory, and experiential learning theory (Rhodes, 2017). A collaborative relationship between the instructional coach and first year new teacher has positive effects on teacher development (Allen, 2013). Coaches using collaborative planning

based on the needs of the new teacher create schools with higher performing students (Rhodes, 2017). Few studies encompass the concept that collaborative inquiry supports coaching as a means to improve new teacher growth and improve their students' learning.

Teacher training. To best facilitate collaboration, it is also important to consider the theory of teacher training. There is debate over practicing teaching in real situations versus the study of educational theory and which fosters better teaching (Marzano, 2017). Teachers often emerge from educational training knowledgeable of theoretical and pedagogical ideas but lacking the ability to apply theory to actual classroom teaching (Mignott, 2011). The inadequate preparation led to an increase in the number of training programs involving subjects such as induction and instructional coaching. Mentoring, induction, and coaching programs provide the professional growth and learning necessary for new teachers to develop their skills in practical ways (Portner, 2005). Teachers gain the ability to reflect on their teaching and grow more confident in their capacity to improve content knowledge and influence student learning, thereby providing the foundation of teacher efficacy (Shidler, 2009). Individuals can only grow in an organization when collaborative endeavor, education, and leadership development occur concurrently (Fullan, 2011).

There is a strong need to improve training for faculty. New teachers at a school lack constant, regular support. Unfortunately, not every teacher has the tools to excel in the classroom and professional development opportunities often fail to meet the needs of the faculty (Lucilio, 2009). New teachers should work more closely with experienced teachers in internships throughout their preparation programs, as opposed to relying on experience gained during student teaching (Rhodes, 2017). New teachers need more time and experience in the role of a full-time teacher long before they set foot in the classroom (Marzano, 2017). Significant professional development can occur by evaluating both real and metaphorical

boundaries that provide necessary insight and guidance to transform teaching practices (Lofthouse & Wright, 2012). Coaching and mentoring plans can be adjusted and revised. Teaching strategies, observations, and the creation of a balance of reflection and analysis provide insight for improvements (Marzano, 2017). By encouraging mentoring and induction programs, schools can focus on guiding new teachers towards teaching 21st century students (Mignott, 2011). Barry (2012) demonstrated that people learn more effectively when they can associate abstract ideas with physical experience. This applies to how teachers can learn to be better at their job (Garland, 2012). When teachers can share ideas and lessons, and observe one another, their overall practice can improve.

As Stronge and Hindman (2006) reported, a candidate's "verbal ability, content knowledge, education coursework, teacher certification, and teaching experience" (p. 11) are important attributes that a teacher brings to the classroom. However, the teacher must also have the ability to connect with young people and demonstrate a sense of caring, enthusiasm, and fairness. Teaching demands a broad understanding of curriculum and professional standards, enthusiasm, a caring attitude, a passion for learning, and aspiration to make a difference in the lives of young people (Holley, 2017). Teacher training must create quality teachers who can demonstrate or provide a description of an interactive and collaborative learning environment. This knowledge includes the ability to create a climate that "encourage[s] positive social interaction, active engagement in learning and [the acquisition of] student motivation" (Council of Chief State Officers, 2013, p. 21). Teaching is a complex vocation. Finding a way for teachers to work together more effectively and to improve the art of teaching is increasingly important, yet little is known about how new first-year teachers in Catholic schools perceive how mentoring and coaching enhances their teaching.

Review of the Literature

The literature surveyed related to the experiences of new teachers by identifying the differences that exist between the definitions, purposes, and components of coaching, induction, and mentoring programs as well as by describing today's new teachers and their support needs. Attention focused on exploring the relationships between participation in coaching and mentoring programs and teacher performance, student learning, and teacher retention. Benefits to mentor teachers was also a consideration. The final topic of the literature review considered the history and role of mentoring in Catholic schools.

Coaching, mentoring, and induction. Educational trends ebb and flow. Pedagogies that are celebrated one day are debunked the next. The same is true for educational terminology. Coaching, mentoring, and induction describe programs that assist first-year teachers. However, these terms are quite different and serve different purposes (University of Virginia, 2012). All three are rooted in situational leadership. The situational leadership model enables leaders to influence others effectively (Hersey, 1984). The model draws heavily on the relationship between leader and follower. Situational leadership requires direction and support from the leader, and willingness of the follower to perform specific tasks (Hersey, 1984). The degree to which instructional coaching, mentoring, and induction guides and supports a new teacher varies. Each program creates its own formatting and methodology.

The emergence of coaching started in the early 1980s as a more formative method of professional development (Koki, 2017). Instructional coaching builds teacher capacity in schools. It focuses on evidence-based practices used in classrooms. Instructional coaching programs promote professional learning through feedback and intense individualized programming (Knight, 2005). Augmented with coaching, the quality and quantity of feedback to teachers about their instruction and its effect on student learning are key (Robbins, 2015).

Coaches serve as professional development experts. Coaching becomes a means of professional development for all teachers, not just new ones. It provides job-embedded growth experiences, which emphasize inquiry-based learning and differentiated instruction (McCrary, 2011). It is a collaborative effort that combines non-evaluative peer observations with feedback to enhance teacher growth (Kurz et al., 2017). Goal setting, implementation of a variety of teaching strategies, and monitoring and gathering of data are essential elements of a strong and healthy coaching relationship. A coach must be open-minded and be an active learner. The concern is that current research does not demonstrate whether new teachers believe their assigned coaches are professional learners aiding them to improve their instruction (Davis, 2017).

Instructional coaching is used to improve student success in the classroom by providing continuing, relevant support to teachers (Sweeney, 2011). Not only must new teachers have a strong understanding of teaching strategies and an excellent knowledge of content, but they also must understand assessment procedures if their students are to be successful (Sweeney, 2011). However, little research exists that adequately discusses the success of coaching in terms of new teachers' perceptions.

Instructional coaching and mentoring programs are fundamental components of various educational reforms used to increase teacher efficacy (Shidler, 2009). The way teachers view their teaching can affect student achievement; therefore, it is crucial that coaches are experts in their field. Teachers with internal efficacy believe strongly in their ability to teach all students and help them to be successful academically (Donohoo, 2016). The internal efficacy encompasses confidence, personality, and instructional practices. Hattie (2012) classified teacher efficacy as a significant influence on student achievement.

Yeung, Craven, and Kaur (2014) found that a teacher's self-concept could influence their behavior and impact their teaching. Teacher efficacy manifested in both the curriculum and in

instructional practices. The Kansas Coaching Project (Knight, 2008) suggested that there are

positive impacts on teachers involved in professional development based on instructional

coaching. The evidence suggested that those who participated in coaching used new strategies

and pedagogies in their classrooms, and improved student performance by 13% (Knight, 2017).

Kraft, Blazar, and Hogan (2016) found that professional development opportunities and time

with an instructional coach have a slight impact on student achievement with the greatest impact

on instructional delivery. McGatha (2009) discussed the positive relationship between

instructional coaching and instruction. The new first-year teacher demonstrated the impact of the

positive relationship in improved teaching.

The purpose of professional learning is to advance teacher practice and to improve

student learning. In response to higher academic standards, professional development has

become a big business in the United States (Hill, 2009). Professional learning is a key to

improving teaching and instructional design (Marcinek, 2015). School leaders and academics

are seeking evidence to determine whether what they are doing is successfully improving teacher

practice and student learning (McCrary, 2011). However, research demonstrating a direct link

between professional development and improved student learning is lacking (Darling-Hammond

et al., 2009; Guskey & Yoon, 2009). Kraft et al. (2016) included research from classroom

observation tools that captured instructional practices, student engagement, and teacher-student

interactions and found coaching had a positive result on student achievement. However, varied

coaching models and sample size limited their study. Because coaching practice is a recent

development, there is little research on its structures or effectiveness (Knight, 2017), resulting in

teachers starting programs with little understanding of coaching's impact and value.

Subsequently, more research is needed that investigates new teachers' perceptions of the effect

of mentoring and coaching on teacher growth. It is essential that a clear understanding of the

roles and skills of coaches guide the research to determine the relationships between professional development, teacher efficacy, and student achievement. The literature on coaching reports that instructional coaches assume many roles and engage in a wide variety of activities.

Mentoring is often used as a synonym for coaching; however, the two are entirely different. Unlike coaching, mentoring assists the new teacher on instructional issues, but spends most time gathering resources and guiding the new teacher through social and administrative processes (University of Virginia, 2012). The rapport between the new teacher and the mentor varies and depends on the design of the particular program (Mignott, 2011). Mentoring focuses on preparing the new teacher for the role of a full-time educator and has the greatest possible impact on student learning (Grimble, 2017). A mentor teacher often needs to adjust their teaching practice to specific situations and the learning style of the new teacher. The aim of mentoring is to provide guidance that offers opportunities for the new teacher to reflect and learn from various teaching encounters (Pollard, 2015). Mentors teach mentees the art of teaching by creating a collaborative environment. Mentoring is individualized learning with the goal of improved instruction (Gardiner, 2017). When teaching improves, student achievement improves (Mignott, 2011).

The teacher mentor provides a cognitive apprenticeship for the new teacher (Bettencourt, 2012). Mentors nurture the natural, inborn capacities of the mentee through scaffolding of learning and teaching experiences. The relationship is reflective, in order to assist the new teacher in identifying skills and areas needing enhancement (Reid, 2010). The mentor is facilitator, counselor, collaborator, and curriculum and resource developer (Koki, 2017). Educators today understand that mentoring has positive effects on new teachers, yet little research has considered their perceptions of mentoring (Podsen & Denmark, 2013).

Mentoring is a valuable element of an induction program. Wong (2001) defined *induction* as "the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching" (p. 48). Induction programs are simply programs that ease the transition into teaching (Kessels, 2010). The goal is to improve teacher effectiveness by training new teachers in classroom management and teaching techniques. Often, induction happens at the district level to ensure that the district's philosophy, mission, and policies are understood and followed (Smith & Ingersoll, 2004). Quality induction programs are a response to the dramatic rise in new teachers leaving the profession within the first five years (Pollard, 2015; Scherer, 2003). However, current research demonstrates that most mentor teachers encourage conventional teaching practices rather than effective ones (Podsen & Denmark, 2013).

Effective induction is more than providing support to new teachers and helping them adjust to the classroom. Rather, it encourages the supporting of new teachers through collaborative and reflective work focused on improving and refining teaching practice (Reid, 2010). In the state of California, the Commission on Teacher Credentialing (CTC) requires all first-year teachers in public schools to participate in a state approved two-year induction program (CTC, 2017). Induction focuses on teacher quality and retention. Induction programs are comprehensive professional development processes that provide support for new teachers (Rhodes, 2017). Leadership in Ontario, Canada mandated induction for new teachers in all districts within the province. Its goal was to ensure that new teachers receive adequate orientation, mentoring, and continuous professional development in their first year (Molitor, Burkett, Cunningham, Dell, & Presta, 2014). These programs provide structured, sustained, professional learning (Simmers, 2014).

No matter how prepared new teachers are, they have a great deal to learn about subject content, creating lesson plans, and student assessment (Britton, Paine, Pimm, & Raizen, 2003). The goals of new teacher induction are often the central topic of discussion in the literature on induction and mentoring programs (Brennan, 2011). Effective induction programs are associated with increased new teacher retention (Smith & Ingersoll, 2004). Early induction programs were developed as a response to the high rate of new teacher attrition (Brennan, 2011). Citing a 1990 study by Huling-Austin, Brennan (2011) found that most induction programs had some consistent goals: improve teaching performance, increase retention rates of effective teachers, and support new teachers' personal and professional well-being. However, later studies by Ingersoll (2012) found that programs have varying and sometimes conflicting goals. Bartell (2005) and Britton et al. (2003) claimed that induction and mentoring programs should not focus on retention. Wong (2005) stated, "The issue today is not new teacher retention. The issue is student learning, and the research on student learning is unequivocal…student learning is directly linked to teacher effectiveness" (p. 52). However, what the researcher failed to study was the impact of induction from new teachers' perspectives.

Induction programs vary across districts and states; however, the common goal of all programs is to support new teachers (Ingersoll, 2012). Supported by school and district administrators, these programs provide comprehensive professional learning (Rhodes, 2017). Induction program frameworks are based on supporting the instructional needs of new teachers as well as helping new teachers build supportive relationships with colleagues. New teachers are encouraged to become a part of the school's learning community (Rhodes, 2017). As Rhodes (2017) and Ingersoll (2012) discussed, effective programs meet the specific needs of new teachers so that they can successfully teach their students. Induction programs give teachers the ability to tailor programs based on their needs and create personalized professional learning

strategies (Devine, Houssemand, & Meyers, 2013). While the literature effectively describes teacher induction, it lacks discussion of its effectiveness from new teachers' perspectives within private Catholic schools.

Simply assigning a mentor or coach, or putting a new teacher in an induction program, does not ensure that new teachers get the help they need (Wong, 2005). Much programming can be created, but programs must consider the nature of new teachers and define the support they need. Schools, districts, and teacher education programs must promote integrated professional learning and culture. Willingness to change and improve is crucial. "Change is only a mirage unless people actually experience the reality of improvement" (Fullan, 2011, p. 52). Understanding how a new teacher experiences change and grow should influence the coaching approach. Research on the perceptions of the new teacher is lacking. Few studies address the views of new teachers, especially in Catholic school settings.

New teachers and the support they need. The nineteenth century view of a classroom-ready teacher was one who had mastered the content and had pedagogical knowledge (Wooten, 2009). However, today's 21st century teachers must possess not only content and instructional skills, but also technological skill and practical experience (Feiman-Nemser, 2001). Consequently, it stands to reason that training for new teachers must accommodate the varying and specific needs of individual teachers. Feiman-Nemser (2001) advocated for "a curriculum for teacher learning over time" (p. 1014). Tailoring specialized activities to meet the needs of new teachers is essential. However, there was little recent research to indicate that new teachers receive such specialized training.

As cited in Strauss (2016) stated, "I have come to the terrifying realization that I am the decisive element in my classroom" (para. 23). The choices teachers make each day in the classroom do matter. New teachers need to "think on their feet" and ensure that students are

understood, valued, and challenged (Strauss, 2016). Today's teachers must face the realities of our times. Mentoring and coaching alone are not the answer. Most of today's new teachers are millennials born between 1977 and 1998 (Clement, 2016). They enter the profession with the intention of changing the course of the future. Millennials as a group are defined as optimistic, ambitious, full of hope and are the future of education (Flannery, 2008). Making up 27% of the population, millennials want flexibility and meaningful work (Vrooman, 2013). However, no matter how educated, prepared, and competent the teacher or how meaningful the work, millennials must know how to look beyond the classroom and be ready to work with each students' unique circumstances (Scherer, 2003). Within the first five years, 40% of millennial teachers leave the profession (Vrooman, 2013). They are generally dissatisfied with lack of support, low salary, and student discipline (Strauss, 2016).

Teaching is a rewarding, daunting, and challenging profession. It takes patience and practice (Walker, 2008). The millennial teacher is often identified as belonging to the "trophy generation," because when they played sport, they were given a trophy just for showing up (Flannery, 2008). Millennials are accused of not listening and of having little respect for other teachers' extensive experience (Espinoza, Ukleja, & Rusch, 2010). However, millennial teachers have the enthusiasm, cultural awareness, and team perspective that can make them outstanding (Walker, 2008). Most are determined to save the world in the most creative ways (Espinoza et al., 2010). Fundamentally, "the teachers hired today are the teachers for the next generation. Their success will determine the success of an entire generation of students. A new teacher's success can be ensured by providing them with a comprehensive, coherent professional development program" (Wong, 2004, p. 41). However, they will need patience, direction, and support.

New teachers need proper, caring support from school site administrators (Horne, 2010).

Principals and administrators should guide all teachers, but new teachers need extra care and

attention (Rumley, 2010). Leaders face persistent and increasing disparities. There is a need to

better prepare teachers to understand and address issues pertaining to student diversity and their

challenging needs (University of Michigan School of Education, 2016). Quality instructional

leadership is crucial. Inman (2004) suggested that teachers with less than ten years of experience

are those most engaged in teacher flight and therefore need the greatest amount of attention from

administrators. Principals must create a school environment that encourages teaching and

learning. General support alone is not enough. New teachers need to be involved in their

professional learning (Scherer, 2003). Little research has investigated new teachers' perceptions

of their learning and training.

School site administrative leadership is second only to teaching in terms of its influence

on student learning (Vikaraman, Mansor, & Hamzah, 2017). Horne (2010) discovered that

perceived support from school leadership, and school culture, are factors that influence teacher

retention. Strong leadership influences how teachers face the challenges and joys of teaching.

Cultivating new teacher talent requires that principals support and create school site instructional

coaching and mentoring programs as well as district and state induction programs (Rumley,

2010). Matching mentor teachers or instructional coaches to mentees must be thoughtful to

ensure success. Understanding the needs of new teachers is critical. A well-matched mentor

teacher or instructional coach can create a positive, trusting relationship with their mentee

(Oliver, McConney, & Maor, 2009). The coaching of new teachers aims to assist them in

improving instructional performance and building relationships with veteran teachers. Creating

sufficient time for sustained professional development will assist in transformational learning

(Ash, 2013). This evidence suggests that quality programs are paramount to the success and

retention of new teachers. However, few studies reflect how new teachers perceive the influence of mentoring on their growth as a teacher.

Lia (2016) demonstrated that coaching is effective and meaningful when school site administrators are supportive. If administrators are more than casual observers, coaching provides teachers with the opportunity to be more reflective especially when given specific feedback (Lia, 2016). When school site administrators are engaged in the instructional dynamics of the school, the potential for improved learning among both students and teachers grows significantly (Ash, 2013). The partnership is essential to effective instructional coaching; however, the work of Lia (2016) and Ash (2013) failed to discover the teacher perception on the effectiveness of coaching programs especially from the viewpoint of a new teacher.

Intimately tied to administrative support and specialized programs is school culture, which significantly affects the learning and teaching environment (Rumley, 2010). Each school has its own appeal, personality, and characteristics (Lia, 2016). A school is much more than a place of student learning (Lassiter, 2012). It is also a unique world with its own culture, special traditions, and expectations that reflect the mission of the school. School culture evolves over time and is based on the values and beliefs of the institution (Gruenert & Whitaker, 2015). Beginning teachers need guidance to understand school culture, as it can have a profound impact on a new teacher's experience of the school. The mission, vision, expectations, values, norms, and working conditions either enrich or diminish the school's ability to guarantee that all teachers and students will be successful (Wooten, 2009). Schools lacking a collegial and professional environment often have low teacher retention rates and high teacher flight (Rumley, 2010). Very simply, a new teacher needs a kind word, a listening ear, and resources (Lia, 2016). The first year of teaching is overwhelming, and tough moments with students, parents, and even fellow teachers can leave scars. How a new teacher feels in their school environment is directly

correlated to their success. New teachers want to be respected, valued, and supported (Walker, 2008). Knowing they have the support of their school's leadership, and understanding their school's culture, will encourage them to build on the lessons of year one to create a better year two. Although the research on induction, mentoring, and coaching is informative, it does not provide comprehensive accounts of teachers' perceptions of their first year. Understanding how a new teacher perceives their school environment is difficult, as little research has investigated such concerns.

Coaching and mentoring programs and teacher performance and teacher retention. Studies suggest that teacher preparedness, skill, and experience are among the most important factors influencing student achievement (Marzano, 2017; Morel, 2014; Rumley, 2010). Studies at various levels (state, district) have found that teacher experience, as well as educational background, type of teacher preparation program, and certification/licensure status, influence teacher effectiveness. The No Child Left Behind Act (2002) required that all schools employ qualified teachers. The latest restatement of NCLB is, Every Student Succeeds Act of 2015 (ESSA; U.S. Department of Education, 2015). This act was an attempt to fix a broken educational system reliant on standardized tests and dated curriculum, especially in underserved communities. Darling-Hammond (2010) argued that to guarantee all students would achieve high academic standards regardless of learning style; they need teachers with strong subject knowledge and teaching skills. Charlton and Kritsonis (2010) identified several factors teachers cite as being important for remaining in education: collaboration, job-embedded professional development, sense of autonomy, and time to interact with leadership. However, limited research is available on how these factors improve the teaching of first-year teachers.

Mentoring is often the most popular element of support for a new teacher. Using statistics from the 1999-2000 Teacher Follow-up Survey, Smith and Ingersoll (2004) established

that seventy percent of public-school teachers reported that they worked with a mentor. Only half of these teachers stated that their mentors worked in the same area or grade level. Of those surveyed, ninety percent believed their mentor relationship was helpful. Smith and Ingersoll found that having a mentor in the same field reduced the risk of leaving by thirty percent (Smith & Ingersoll, 2004). Ingersoll (2012), following up to his earlier research, reported that almost half of new teachers leave within the first five years of teaching. The new teachers shared that support was inconsistent (Ingersoll, 2012). The U.S. Department of Education (2015) conducted a Schools and Staffing Survey through the National Center for Education Statistics, which found that only sixty percent of public-school teachers worked with a mentor and most reported that the relationship was helpful. Will (2018) reported that many new teachers in Oklahoma public schools were frustrated by the low pay and lack of significant support. Yet, existing research lacks evidence specific to private Catholic school programs.

Odell and Ferraro (1992) surveyed new teachers to determine perceptions of the mentoring program and their teaching. The types of support that new teachers most valued from their mentors were emotional support, followed by instructional support (Odell & Ferraro, 1992). However, that data was not currently significant as it was more than ten years old. Little current research exists to show that those types of support are still the most needed by new teachers. Bauer and LeBlanc (2002) focused on specialized groups consisting of new teachers to understand their observations of the mentoring program in Louisiana. They found that new teachers identified concerns regarding mentoring that included: the mentor should be in the same building as the mentee; time often hindered the relationship between the mentor and mentee; and the perceived qualifications of the mentor. Of those surveyed, a third thought that for the relationship to be successful, it had to be favorable for both the mentor and mentee (Bauer & LeBlanc, 2002). McCullom (2014) found that beginning teachers who reported common

planning time with their mentor teacher believed mentoring was a significant factor in their

success. Findings also indicated that the quality of the teacher mentor had a greater impact on

new teacher success than the frequency of meetings. Although the results over the various

studies demonstrate the benefits of mentoring, the studies data are outdated as current

educational trends have changed.

Van Ginkel, Oolbekkink, Meijer, and Verloop (2016) evaluated mentoring and its

adaptation to the needs of new teachers. The goal was to gather data evaluating mentoring

through site-based interviews with mentors and new teachers. Van Ginkel et al. (2016) found

that mentors who adapted their methods and activities based on the new teacher's needs were

more successful. However, the focus of the study was too narrow, as it only evaluated mentors

in the Netherlands.

According to Unruh and Holt (2010), the influence of new teacher induction programs on

teachers' perceived effectiveness is an area not widely researched. Clark (2017) contended that

new teachers working with induction coaches reported that their work involved instructional

observations, classroom management discussions, and goal setting. New teachers found that

topics on classroom management and differentiated instruction had a positive impact on their

teaching and student learning (Clark, 2017). However, Clark's research (2017) was based on

studies dating back to 2010, such that the data may no longer reflect current conditions. The data

provided a rudimentary understanding of teachers' perceptions that was informative. However,

the data did not give a deeper understanding of new teachers' perceptions of coaching and

mentoring.

Referencing a mixed-methods study, Horne (2010) found that new teachers who had a

mentor teacher navigated the first year of teaching with greater success than those who did not.

While working with a new teacher focus group, it was also found that having administrative

support and the ability to work with other experienced teachers enriched their teaching (Horne, 2010). Using the 1999—2000 Schools and Staffing Survey and the 2000–2001 Teacher Follow-up Survey, Ingersoll and Smith (2004) found that new teachers who worked with collaborative groups were less likely to leave the profession. Furthermore, new teachers benefitted by working with instructional coaches (Ingersoll & Strong, 2011). However, the data was more than five years old and may no longer reflect the thinking of today's new teachers.

Smith and Ingersoll (2004) and McCullom (2014) established that mentoring had a positive influence on teacher retention rates and teacher perceptions of the program's effectiveness on their teaching. Although Ingersoll and Kralik (2004) concluded that mentoring has a positive impact, the impact is minimal if isolated from other support systems. Ingersoll's (2012) later research on the impact of mentoring on beginning teachers demonstrated his earlier findings. Podsen and Denmark (2013) suggested that retaining new teachers is crucial. However, providing opportunities for veteran teachers to remain dedicated and enthusiastic about teaching is also critical (Burks, 2010). Research suggested that veteran teachers acting as mentors had a significant impact on new teachers and improve their professional learning (Salter, 2015). Mentoring in an environment that values the new teacher's contributions and offers opportunities to interact with and receive feedback from veteran teachers on professional practice creates more competent teachers (Darling-Hammond, 2006). While these studies are promising, they are both outdated and provide no specific information for new teachers in a Catholic school environment.

The history and role of mentoring in Catholic schools. The Catholic school system is the largest non-public school system in the country (International Student, 2017). Catholic schools in the United States date back to the time of Spanish and French missionaries. The first official Catholic school was founded in Florida by the Franciscans and opened its doors in 1606

(Caruso, 2012). Most of the early schools were established not only to protect religion, but also to fight anti-Catholic sentiment (Brennan, 2011). Thirty-eight percent of all private school students attended Catholic schools in 2013 (National Center for Education Statistics, 2017). This represented a decrease from 2.5 million in 2003 to 2.1 million in 2013 (Figure 4).
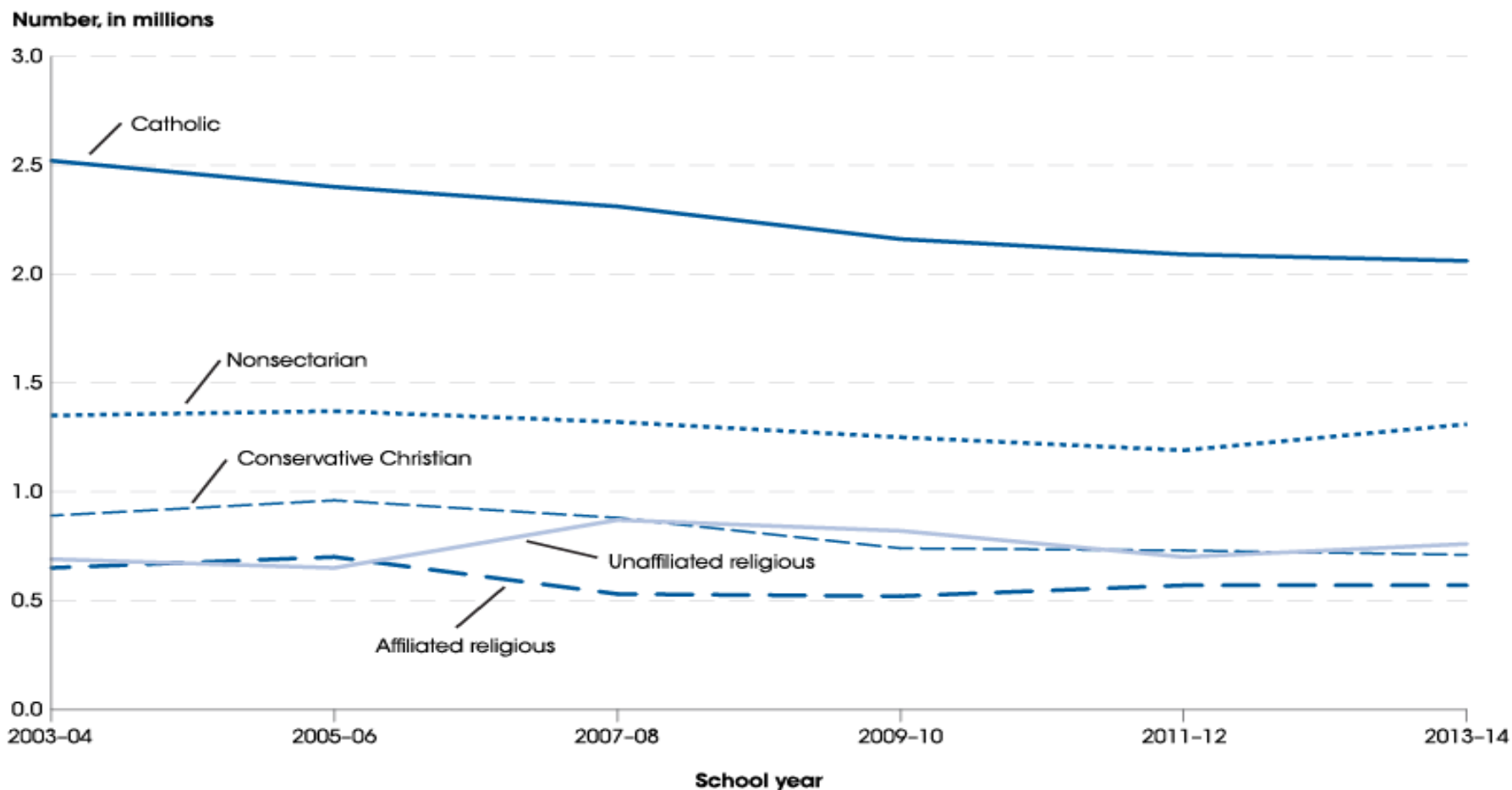
Figure 4. Private elementary and secondary school enrollment by school orientation, 2003–2004 through 2013–2014 (National Center for Education Statistics, 2017).

New teacher mentoring and induction programs have grown since the 1980s as a means to retain, support, and improve instruction (Smith & Ingersoll, 2004). By the 2013–2014 school year, 46 US states required new teachers to participate in a state induction program (National Center for Education Statistics, 2017). Historically, private schools offered fewer programs of induction than public schools (Brennan, 2011). In the early years of Catholic schools, religious nuns and sisters were the primary educators. The sisters and most religious orders believed it was their ministry to assist new sisters and new teachers to ensure they understood the mission of Catholic schools. As Brennan (2011) demonstrated, the sisters believed it was their responsibility to develop the teaching skills of others. Catholic school mentors believed that mentoring was to be comprehensive, ongoing, and affirming (Caruso, 2012).

Over the last fifty years, the demographics of Catholic school teachers has changed. Lay Catholic educators (non-religious) have tripled, replacing women religious (sisters and nuns) (Caruso, 2012). Over ninety-six percent of teachers in Catholic schools are non-religious (Brennan, 2011). With such overwhelming shifts in personnel, Catholic school administrators cannot rely on past practices. However, few studies exist on coaching, induction, or mentoring in Catholic schools, while there was extensive research on new teacher mentoring and induction in public schools. The nature of Catholic education asserts that the ideals of collaboration and ministry are similar to those of mentoring and coaching (Przygocki, 2004). Catholic school administrators believe a significant, rich, appropriate learning environment needs to be established throughout a teacher's career and should begin in the first years of teaching (Lucilio, 2009). Referencing mentoring as "part of the ministry of Catholic teaching" (p. 171), Shields' (2013) model of coaching and induction in Catholic schools includes teaching as ministry and considers mentoring programs as a way to welcome new members. Unfortunately, little is

39

known about the effectiveness of programs in Catholic schools or how the new teacher may perceive the impact of the mentoring experience.

Teacher retention in Catholic schools is a serious concern, especially with competition from public schools offering higher salaries and retirement benefits (Brennan, 2011). Even with this knowledge, Catholic schools are slow to initiate mentoring programs due to a lack of resources and support from diocesan offices (Shields, 2013). Those schools that can find the resources to implement induction and mentoring programs report that new teachers find them helpful (Przygocki, 2004). In a qualitative narrative study of dioceses in the United States and Canada, Brock and Chatlain (2008) found that of the Catholic school superintendents surveyed, most did not have formal mentoring programs, although many were looking for ways to improve teaching. The study results were limited to 28 superintendents who chose to respond. However, schools that did have a coaching or mentoring program found that new teachers demonstrated more interest in staying at the school (Brennan, 2011). Unfortunately, the significance of the studies lacks relevance as they failed to address the perceptions and insights of the new teacher.

Mentoring and coaching in Catholic schools are critical but must include aspects not found in public school programs (Brennan, 2011). New teachers in Catholic school settings need curriculum and instruction guidance, as well as an understanding of the religious aspect of teaching (Brock & Chatlain, 2008). Superintendents reported that a Catholic school's mission and culture, and the role of prayer, are significant in developing an appreciation for the ministry of education (Brennan, 2011). New first-year teachers come into Catholic education with a variety of understandings about the faith and the ministry (Shields, 2013). Therefore, new teachers need to participate in an induction year with a mentor who can cultivate them as teacher and minister. Veteran teachers who function as mentors in Catholic schools not only provide emotional and instructional support to new teachers but also serve as "a spiritual guide who is

40

both role model and fellow traveler" (Shields, 2013,p. 171). Research shows that Catholic

school induction and mentoring programs vary according to the school and diocese (Brennan,

2011). The studies focused on superintendents, mentors, and schools' responsibilities to

beginning teachers, but little was discussed about new teacher perspectives. There is a need for

more evidence-based assessment of mentoring, coaching, and induction programs in Catholic

schools. "Initiation into Catholic teaching requires the integration of spirituality, religious

knowledge, and vocational discernment with professional training and development" (Shields,

2013, p. 172). However, more research is necessary to better support improved, reliable

programs that incorporate Catholic teaching and support the needs of new teachers.

Review of Methodological Issues

Two types of methodologies were prevalent throughout the review of the literature:

qualitative and quantitative approaches. Qualitative methodologies provide tools for researchers

to study complex phenomena within their contexts, which for purposes of this study, are

mentoring, induction, and coaching (Creswell, 2013). Qualitative research describes phenomena

in a narrative fashion. It is designed to identify a range of behaviors and the perceptions that

drive them (Creswell, 2013). Broad, thematic concerns and in-depth studies of individuals or

small groups guide and support the construction of hypotheses. The results are rich, narrative

and descriptive, rather than predictive and numeric (Creswell, 2013). Quantitative research

methods focus on objective measurements with statistical analysis and numerical data (American

Psychological Association, 2010). The goal of quantitative researchers is to identify specific

variables in a study outline. This case study focused on outlining the positioning of chronicled

and narrated research and the development of the discourse of new teachers' perceptions of

mentoring, coaching, and induction.

Most research focused on the effectiveness of mentoring, coaching, and induction programs as reported by mentors or administrators. While studies can be both qualitative and quantitative in nature most found in this literature review were qualitative in nature. There was a lack of data on the impacts of coaching, mentoring, and induction on new teachers. Few studies included the views of new teachers. The analysis and synthesis of the literature for this study regarding new teachers and the support they need, along with correlations between new teacher success and program effectiveness, are in line with the conceptual and theoretical framework for this study. Situational leadership and teacher training provided a foundation for the literature review.

Qualitative research. Koki (2017), Robbins (2015), and Marzano (2017) focused their work on qualitative data. Their studies were more exploratory in nature. They worked to understand the effectiveness of coaching and mentoring strategies. Both Koki (2017) and Robbins (2015) used focus groups, interviews, and other semi structured methods to collect data. Marzano (2017) demonstrated a parallel between teacher preparation and student achievement.

Quantitative research. Ingersoll and Strong (2010) reviewed quantitative studies and found that most (four of six) suggested that new teachers who participated in coaching or induction demonstrated more effective teaching practices. When looking more closely at coaching and mentoring programs in Catholic schools, Brennan (2011) determined that additional questions remained as to their influence on teacher retention and student achievement. Most existing research has taken place in public schools, and more work is needed to understand the effectiveness of coaching and mentoring in Catholic schools.

Ingersoll and Strong (2010), Brennan (2011), Mignott (2011), and Pollard (2015) established the importance of coaching and mentoring for new teachers. Each also identified a need for further research. The review of the literature demonstrated a need for additional

research on how new teachers perceive coaching and mentoring to influence their growth as new teachers, and on their students' learning in private Catholic high schools.

Synthesis of Research Findings

Much of the literature about instructional coaching and mentoring focused on programs impact on teacher development, teacher retention, and teacher quality issues. The emphasis on teacher development provides the basis for the need and importance of mentoring and coaching programs (Allen, 2013; Bettencourt, 2012; Boogren, 2015; Koki, 2017). Marzano (2017) indicated that with adequate support new teachers have the potential to mature into master teachers who have strong content knowledge and a vast library of teaching strategies.

Feiman-Nemser (2001), Coffey (2012), and Marzano (2017) demonstrated that coaching played a key role in improving a new teacher's instructional collection. The studies also pointed to how mentoring improved both teaching and learning. Marzano (2017) suggested that effective mentors and coaches build strong relationships that encourage new teachers to continue in the profession. The connections between the mentor and the new teacher make a difference.

Lucilio's (2009) early work highlighted the need for improved professional development in Catholic schools. Brennan (2011) and Shields (2013) stressed the need for more research on mentoring in Catholic schools. They argued that little was known or that mentoring programs in Catholic schools proved superficial at best. This point was supported by the findings of Lia (2016) who asserted that new teachers need effective feedback to make instructional improvements.

Critique of Previous Research

The research included qualitative and quantitative studies. The qualitative studies have focused on case studies and surveys about mentoring and coaching. Ingersoll and Strong (2010), found that when a new teacher received adequate coaching and mentoring instruction was

improved. The small sample groups used in most qualitative research tend to yield results that are not generalizable. These studies are also difficult to replicate due to the sample size (Boucaud, 2017). Brennan (2011) provided a mixed methods study whereby the qualitative data and the quantitative data demonstrated how Catholic school administrators viewed the need and us of mentoring new teachers. The data was limited to administrative input with little input regarding programs for new teachers.

Yin (2014) shared that research is a process of systematic and critical examinations that adds to an understanding of a field. The review of the literature revealed that there is inadequate research examining mentoring and coaching from the new teacher's perspective. Little research has exclusively focused on new teachers' views. This study contributed to the research focusing on the new teacher's perspective on the effectiveness of coaching and mentoring programs.

Summary

The literature review revealed the importance of mentoring, coaching, and induction programs in improving student learning, teacher retention, and instruction. The literature on new teachers demonstrated that new teachers need support in order to improve their teaching (Rhodes, 2017). However, research was limited to public schools and focused on programs and administrative perceptions. Some studies have demonstrated the Catholic approach to mentoring new teachers, which is based on the community of faith within the church (Shields, 2013). There is an important need to further investigate the effects of mentoring and coaching on new teachers in Catholic schools. Situational leadership, organizational development, and teacher training provide a theoretical framework to understand instructional coaching, mentoring, and induction programs. The literature review demonstrated a need for greater understanding of the question: How do new teachers perceive the influence of mentoring on their growth as teachers?

Chapter 3: Methodology

The first year of teaching is difficult (Bettencourt, 2012). The new teacher is often left to navigate the complex world of teaching with little support (Marzano, 2017). Not surprisingly, new teachers often do not receive adequate support and often become dissatisfied with the profession (Pollard, 2015). To better support new teachers, coaching, and mentoring programs are essential. The purpose of this qualitative case study was to explore how nine new first-year teachers perceived the influence of coaching and mentoring programs on their early careers in a Catholic high school system in California.

Pollard (2015) and Mignott (2011) identified the need for further research on how new teachers perceive the influence of coaching and mentoring on their early teaching careers. Pollard (2015) recommended further case study research to explore the "advantages of induction components" (p. 200). The researcher suggested that a deeper look at district level mentoring programs was needed. This could increase our understanding of how such programs support new teachers and improve teacher retention. Mignott (2011) suggested further research on the perceived usefulness of coaching and mentoring strategies for new teachers, and consideration of teacher perceptions. This chapter defines the research design and methodology, sampling strategy and participant selection, data collection procedure, data analysis and interpretation, and evidence of quality. Finally, ethical considerations and study limitations are discussed.

Purpose of the Study

Introducing teachers to a new school, its culture, and expectations differs from school to school. A culture dominated by strong media and marketing messages often influence today's teachers (Shields, 2013). Many societal messages often run counter to the teaching of the Catholic Church. Not only do new teachers need guidance, but they also need to have a deep understanding of the vocational significance of teaching in a Catholic school (Shields, 2013).

Many new teachers to a Catholic school have high expectations of their students and often have memories of their own Catholic school experience (Brock & Chatlain, 2008).

Mentoring and coaching programs for new teachers go by a variety of names, from orientation and induction to mentoring and coaching. According to O'Keefe (2000) and Shields (2013), the beliefs, convictions, and ideals new teachers have about mentoring and coaching in Catholic schools have not been analyzed. Thorner (2017) reported that novice teachers in private independent schools found a positive link between student achievement in the classroom and the strength of the relationship with a mentor or instructional coach. However, it is not known how new teachers in private Catholic high schools in California perceive the influence of coaching and mentoring on their early career development and on their students' learning. Therefore, the purpose of this case study was to explore how nine new teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a Catholic high school in California. The explanatory case study method was used to gain a deeper understanding of how the nine new first-year teachers, who were new teachers in a private Catholic high school, perceived their mentoring and coaching experience. Few previous studies have explored this area (Pollard, 2015).

Research Questions

Supporting new teachers is a complex task. Even more difficult is determining the effectiveness of coaching and mentoring programs for new teachers in private Catholic high school. Existing literature has not fully addressed teachers' perceptions of how coaching and mentoring influences their early career development in private Catholic schools. If new teacher mentoring and coaching programs are thought to improve instruction and student learning, then it is imperative to understand the teachers' perspective (Wong, 2004).

Little research exists that demonstrates an understanding of coaching and mentoring programs from the point of view of the new teacher in a Catholic school setting. Brock and Chatlain (2008) concluded that more study on mentoring in Catholic schools was needed. The research questions below guided this study. The study started deductively and allowed themes to emerge inductively in the analysis.

RQ$_1$: How do new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?

RQ$_2$: How do new high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?

Phenomenon

The phenomenon central to this study was new teachers' perceptions of the effectiveness of coaching and mentoring in terms of their early career development and their students' learning. It is based on the conceptual framework of organizational leadership and teacher training. This study worked to understand the coaching and mentoring experience from new teachers' perspectives. Interviews were a primary research tool (Merriam & Tisdell, 2016). To best survey the dimensions of those who have direct experience with a phenomenon, a researcher must first explore their own experiences and biases relevant to the study (Merriam, 2009). The case study method was used to examine simple or complex phenomena (Yin, 2014). This study explored new teachers' perceptions of how mentoring and coaching influence on their growth as a new teacher and on their students' learning. In this dissertation, the case study method provided a greater understanding of the phenomenon under investigation (Merriam & Tisdell, 2016).

Research Design

Qualitative research is an overarching concept that covers several methods of inquiry. Directed research investigates the daily experiences of different individuals and perspectives under a variety of different circumstances (Yin, 2014). Merriam (2009) specified that it "helps explain the meaning of social phenomena with as little disruption of the natural setting as possible" (p. 5). Qualitative research allows the researcher to gain a deeper understanding of human nature. "The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting" (Creswell, 1998, p. 15). There are five types of qualitative research approaches ethnography, phenomenology, grounded theory, and narrative inquiry. The qualitative research approach explores study participants' values, beliefs, or attitudes in a method tailored to a specific purpose (Creswell, 2013).

The primary collection tools for qualitative research are observation, interviews, and analysis of primary data. Qualitative design characteristics include the use of natural settings, using the researcher as the key data collection instrument, using multiple sources of data, and using a data analysis protocol that evolves to suit the data as it is attained. It is explanatory in nature and aims to present a complete account of the question studied (Creswell, 2013). According to Merriam (2009) and Creswell (2013), qualitative research depends on inductive data analysis; "although categories and variables initially guide the study, others are allowed and expected to emerge throughout the study" (Merriam, 1998, p. 160). Yin (2014) claimed that qualitative case study methodology is best suited for research that addresses descriptive or exploratory questions.

Yin (1984) defined the case study research design as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of

evidence are used" (p. 23). Case study research often advances a field's knowledge base by offering insights that can contribute to improvements in a particular field, such as education (Merriam, 1998). Yin (2014) defined the purpose of explanatory case studies as an attempt to explain how or why a situation came to be. Case study research can be applied to a broad range of disciplines and fields. It includes processes for protecting against threats to validity, and for exploring opposing explanations (Yin, 2014). Case study research is common in the field of education because it allows researchers to focus on practical issues (Merriam, 1998). Merriam and Tisdell (2016) regarded the case study as an object of study, while others like Creswell (2007) viewed it as a methodology. Yin (2014) defined the case study as an empirical inquiry that investigates a current phenomenon within its real-life context. The three types of case studies are descriptive, explanatory, and exploratory (Yin, 2014). For the purposes of this study, the explanatory case study model was used. The explanatory case study design required the researcher to explain links in real world situations based on data as well as allow the researcher to examine data from multiple sources.

The three criteria considered in the decision were the research questions posed, the degree of control over behavioral events needed by the researcher, and the balance of contemporary versus historical events. The research questions are explanatory in nature, as they address how new teachers perceive the influence of coaching and mentoring on their growth as a new teacher and on their students' learning in a private Catholic high school. Finally, the researcher explored a contemporary element of education through the use of interviews and questionnaires.

The explanatory case study used in this study acquired data in the form of words and descriptive phrases that participants assign to their pedagogical preparation and teaching experiences. "A case study is a good approach when the inquirer has clearly identifiable cases

with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases" (Creswell, 2007, p. 74). The advantage of a case study framework is its emphasis on a broad range of evidence (Yin, 2014). The researcher can work with documents and artifacts as well as interviews and observations. The selection of a case study framework provided insight into real-world situations based on multiple sources of evidence that converge in a triangulated manner. Case study research is a complete method incorporating theoretical design, data collection strategies, and data analysis (Yin, 2014). For the purposes of this study, the case study approach assessed new teachers' perceptions of how coaching and mentoring influenced their early career development and students' learning.

Narrative inquiry was another research design considered by the researcher. Clandinin and Connelly (2000) defined the narrative inquiry approach as "both phenomenon and method. Narrative names the structured quality of experience to be studied, and it names the patterns of inquiry for its study" (p. 2). A narrative inquiry provides in-depth data regarding teachers' perceptions of coaching and mentoring and any correlation to improved student outcomes (Merriam & Tisdell, 2016). Qualitative narrative inquiry requires the researcher to retell the participant's story (Clandinin & Connelly, 2000). Describing a phenomenon through individual narrative accounts requires the researcher to analyze and retell those accounts with accuracy and meaning (Merriam, 2009). While stories were part of the data gathered, the narrative inquiry approach was not considered ideal for this study as stories can be difficult to interpret. The narrative approach is often difficult to decide the relationship between the narrative account, the interpretation, and the retold story (Merriam & Tisdell, 2016).

Population and Sampling

There are 125 Catholic high schools in California with 43,380 teachers (Private School Review, 2018). In Orange County, California, the Diocese of Orange has seven high schools

50

employing over 500 teachers. The setting for this study was a single private Catholic high school in the Diocese of Orange, California. Of 110 teaching staff at the school, 20 were new teachers. The target population was the 20 new teachers, who participated in the New Teacher Coaching and Mentoring Program. The case study used purposeful sampling to select ten new teachers as participants. Due to the small size of the case study, the researcher was not able to generalize the results beyond the study population.

The study high school is located in a suburban city and is part of a Catholic diocese consisting of seven high schools and 37 elementary schools. The school produces students who are college and career ready. Based on the Institutional Review Board (IRB) requirements, permission to conduct the research was obtained from the school's administration. The researcher sought guidance from the Concordia University–Portland IRB to ensure there were no possible harmful effects, risks, or threats to study participants. Participants reviewed and signed a consent form that outlined the study's purpose, data collection procedures, and potential risks and benefits (see Appendix A). The consent form included a confidentiality agreement and allowed for voluntary withdrawal at any time. By discussing why the particular private Catholic high school was chosen, the time commitment required by participants, and how the results would be reported, the researcher hoped to build rapport and trust with the participants.

A purposive sampling method was utilized to select participants. This sample allowed the researcher to learn about a specific phenomenon (Merriam, 2009). Unlike random sampling, purposive sampling helps identify themes (Merriam & Tisdell, 2016). Each participant met the following criteria: (a) completion of first-year teaching, (b) worked at a private Catholic high school in California, and (c) participated in a school-based coaching or mentoring program. The benchmarks selected ensured that the new teacher participants could provide data and rich stories related to their experiences with mentoring and coaching to offer answers to the research

51

questions of this study. Five site administrators were invited to participate in a focus group; each administrator agreed to participate. The site administrators were instructional coaches, assistant principals, and the school principal..

This explanatory case study analysis focused on a small cohort of new teachers who received mentoring and coaching at a private school. The goal was to create an in-depth picture of new teacher efficacy based on new teachers' perceptions of their growth due to mentoring and coaching. The sample group was too small to adequately represent a larger population; however, this study used a variety of methods to collect data on individual new teachers within the organizational case being studied (Yin, 2014). The use of non-probabilistic sampling was critical as it was more widely used as a sampling strategy in qualitative research (Merriam & Tisdell, 2016).

Instrumentation

For this systematic research on new teachers and their perceptions, the case study design corresponded well with the researcher's skill set and worldview as was discussed by Merriam and Tisdell (2016). In this case study, interviews, questionnaires, and an administrative focus group produced qualitative data. The two key tools used in this qualitative study were interviews and questionnaires. For a case study to be valid, it must have a solid foundation and instrumentation (Yin, 2014). Instrumentation refers to the measurement techniques used to gather data (Posavac, 2015). Data collection in this case study included an evaluation of questionnaires, a focus group, and interviews with new teachers. For this case study, interview questions (Appendix B), focus group questions (Appendix C), and questionnaire questions (Appendix D) were field-tested and expert validated. Field-testing of the instrument provided information to refine and improve the questionnaire and interview questions (Yin, 2014). The

revisions helped to avoid ambiguity and bias, to decrease repetition of the questions, or to alter word choice to create authenticity.

The four primary data collection methods for qualitative research are observations, interviews, documents, and audiovisual materials (Creswell, 1998). According to Merriam (1998) and Yin (2014) one of the most recommended research methods for collecting participants' perceptions is via interviews. Interviews are often conducted in an informal, conversational manner to encourage the participants to share their perceptions. Multiple data collection techniques were used to determine how the nine new teachers who volunteered to be interviewed perceived the influence of coaching and mentoring programs on their growth and performance and their students' learning in a Catholic high school system in California. The three information sources used: interviews, questionnaires, and a focus group. The multiple techniques of data collection facilitated methods triangulation. Yin (2014) described triangulation as the merging of data collected from a variety of sources to reinforce its reliability. Methods triangulation checked the consistency of findings created from different data collection methods (Yin, 2014). New teacher interviews, analysis of new teacher questionnaires and an administrative focus group addressed external validity issues and established the representativeness of the cases under study (Merriam, 1998).

The goal of this case study was to capture the perceptions of new teachers. The case study model offered a unique advantage to emphasize a broad range of evidence (Yin, 2014). Interviews with new teachers, discussions within the focus group, and questionnaire data gave the researcher insight to address the research questions. There was a need to explore how new teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a private Catholic high school.

Questionnaires. The questionnaire gathered additional data from the case study participants based on the research questions. The questionnaire was designed to prompt participants to share their perceptions. "Surveys or descriptive designs are intended to systematically describe the facts and characteristics of a given phenomenon" (Merriam & Tisdell, 2016, p. 5). Questionnaires helped the researcher appreciate how individuals understand their experiences (Merriam & Tisdell, 2016). Therefore, specific questions regarding mentoring and coaching helped to identify themes that arose from the participants' responses.

Questionnaires allow researchers to deal with "phenomenon and context" (Yin, 2014, p. 16). "Qualitative inquiry provides richer opportunities for gathering and assessing" data (Saldaña, 2016, p. 135). Questionnaires collect a large amount of information for researchers in a short period of time. Questionnaires can gather information on a broad range of topics including attitudes, behaviors, personal facts, and opinions (Merriam & Tisdell, 2016). A qualitative scale instrument was designed to measure participant responses (Saldaña, 2016). Questionnaires were sent prior to the interviews.

Interviews. "Interviews are an essential source of case study evidence because most case studies are about human affairs or actions" (Yin, 2014, p. 113). Interviews allow the researcher to collect data when observations of behavior or feelings cannot take place (Merriam & Tisdell, 2016). Interviews are often considered the best method of data collection when it is impossible to replicate events. According to Merriam and Tisdell (2016), there are three types of interviews: highly structured, semistructured, and unstructured. The highly structured format requires a predetermined question order as well as a structure for the wording of interview questions (Merriam, 1998). In contrast, unstructured interview questions are open-ended, exploratory, and flexible (Merriam & Tisdell, 2016). Combining these two formats results in the semistructured format, which offers the needed flexibility (Merriam & Tisdell, 2016).

The researcher conducted interviews with nine new teachers from a private Catholic high school in California to investigate the research questions. Prolonged case study interviews in a single sitting were used (Yin, 2014). Interview questions were semistructured in nature; however, to obtain some standardized information, a mix of questions was used (Merriam & Tisdell, 2016). "Good interview questions are those that are open-ended and yield descriptive data, even stories about the phenomenon" (Merriam & Tisdell, 2016, p. 120). Each participant was asked about their interpretations and opinions of their experiences of mentoring and coaching.

The interview questions explored elements of mentoring and instructional coaching, as well as their influence on new teacher growth and student learning. Merriam and Tisdell (2016) cautioned that interview questions should not ask "why?" "Why questions can uncover insights that might be speculative" (p. 119). An interview protocol was created for the new teacher participants and the administrative staff. "A ruthless review" (p. 122) of questions was done to eliminate poor questions before interviews were conducted. By field-testing questions, the researcher was able to create the best interview questions. The interviews were 45 to 60 minutes in length, using a laptop to record the session with permission from the participants. Recording the interviews improved accuracy. The researcher created a codebook to organize thematic analysis after the interviews (Saldaña, 2016). The codebook was used in conjunction with NVivo software to ensure the accuracy of data collection.

Focus group. According to Merriam and Tisdell (2016), focus groups are a method of data collection whereby a group of people who have knowledge of a particular topic is interviewed. Focus groups differ from questionnaires and interviews because the data is gathered in a group setting (Merriam & Tisdell, 2016). In this study, a focus group was used to collect data from an administrative team working with new teachers. Five administrators

representing the areas of curriculum, instruction, and mentoring were interviewed to better understand the difference between administrative perceptions and new teacher perceptions. The group was selected purposefully to include those individuals who knew the most about the study topic (Merriam & Tisdell, 2016). The interview process was semistructured (Creswell, 2007). The use of a focus group allowed the researcher to interact with the participants, and the participants to interact with one another. Following the meeting with the focus group, all data were transcribed, coded, and evaluated. The data was chunked, coded, and coding methods and categories developed to evaluate data and reduce duplication. The collected data from the focus group allowed for triangulation with the questionnaire and interview data.

Macnaghten and Myers (2004), cited by Merriam and Tisdell (2016), described focus groups as a gathering of individuals who can speak to a topic in their everyday lives, but do not. Focus groups do not work well for sensitive topics; however, for purposes of this study, the topic was appropriate for a group setting. The advantages far outweighed the disadvantages for this study.

Three different data collection techniques were implemented for the purposes of triangulation. Yin (2014) defined triangulation as "convergence of data collected from different sources to determine the consistency of a finding" (p. 241). Case study research was used to gain a better understanding of the explanatory processes while questionnaires demonstrated the prevalence of a phenomenon. "Multimedia studies can pose complementary questions that are to be addressed by different methods" (Yin, 2014, p. 194). The convergence of evidence strengthened the construct validity of the case study and explained the data analysis.

Data Collection

Authorization to begin the research was obtained from the Institutional Review Board at Concordia University–Portland, as well as the administration of the participating Catholic high

school. The researcher sent an email to potential participants requesting involvement in the study. A list of new teachers was compiled and an email sent asking them to participate in the study. New teachers who agreed to participate were sent an electronic consent form prior to the interviews. Pseudonyms were used for participants, and all data was kept in a secure location.

Providing enough detail to be descriptive and demonstrate that the researcher's conclusions are sensible and trustworthy is essential (Merriam & Tisdell, 2016). Merriam and Tisdell (2016) and Yin (2014) all suggested triangulation to ensure validity and accuracy in qualitative research. Triangulation is defined as the study of multiple data sources to achieve a convergence of results (Yin, 2014). The instruments used to gather data for triangulation were field-tested by experts and teachers who did not participate in the study. The questionnaire collected data regarding new teachers' views about coaching and mentoring, as well as gathered information to understand their perceptions. Survey Monkey was used to create and distribute the questionnaire. Interview questions were tested in a similar manner to guarantee effectiveness. Piloting the questions allowed for refinement and helped decrease the potential for bias (Yin, 2014). Once the data was collected and coded, NVivo software was used to better analyze and understand the data, especially from the interviews and focus group. Yin (2014) suggested that researchers create and document their data collection procedures and follow a specific protocol for collecting and documenting it.

The goal of this case study was to capture the perceptions of new teachers. The case study model offered a unique advantage to emphasize a broad range of evidence (Yin, 2014). Interviews with new teachers, discussions within the focus group, and questionnaire data gave the researcher insight to address the research questions. There was a need to explore how new teachers perceive the influence of coaching and mentoring programs on their growth and performance, and their students' learning, in a private Catholic high school.

Data Analysis

According to Yin (2014), "data analysis consists of examining, categorizing, tabulating, testing or otherwise recombining evidence, to produce empirical findings" (p. 132). As this is an explanatory case study, explanation building was utilized to explain how new teachers perceived the influence of coaching and mentoring on their growth and performance as a teacher and their students' learning (Yin, 2014). A database was created to organize the data. The database included transcripts of participant interviews, focus group interviews, and results from the questionnaire. Therefore, the organization of the data occurred throughout the data collection phase and included the review and transcription of interviews and focus group narratives as well as the organization of questionnaire data. The goal was to take descriptive and reflective notes and code the themes that emerge from the data.

Coding is a researcher-generated method of translating data (Saldaña, 2016). It was used to analyze qualitative data and determine major categories of information. After every interview, field notes and recordings were analyzed and coded for important details. It was also necessary to utilize NVivo qualitative data analysis software (CAQDAS) to assist with data analysis (Yin, 2014). To reduce the chance of human error, NVivo software was used to check the coding and themes. Identifying key themes and reflecting on the thoughts and perspectives of the interviewed teachers identified emerging trends. The conceptual framework and research questions guided the analysis process. Detailed descriptions of mentoring and instructional coaching as a means to improve teaching and student learning were crucial for drawing conclusions and clarifying the dimensions of the data (Yin, 2014). After each interview, the data was analyzed to find trends and themes. Merriam and Tisdell (2016) suggested that data collection and analysis are conducted simultaneously. Transcribing the details of the interviews was the first step in analyzing the data completed by the researcher. After transcribing the data,

the researcher provided a copy of each interview for the participant to review. This allowed interviewees to review their responses and add additional information. It also enabled the researcher to check the accuracy and validity of the study (Merriam & Tisdell, 2016). After reviewing each transcript, a thematic analysis of each interview was conducted through the use of NVivo software. The type of coding used was based on the emergent conceptual framework found in the interview transcripts and field notes; however, NVivo software coding was used in the initial phases of analysis (Yin, 2014). Interview and survey data were exported to NVivo to allow for coding by theme and attribute.

The researcher had limited experience with coding and NVivo software helped build confidence, as its approach was rather straightforward and useful in educational research (Saldaña, 2016). As interviews were reviewed, the researcher paid particular attention to the participant's voice (Yin, 2014). It was critical to be attuned "to words and phrases that seem to call for bolding, underlining, highlighting, or vocal emphasis" (Saldaña, 2016, p. 107). As Saldaña (2016) maintained, several coding cycles were needed as transcripts were reviewed and reread to find themes and patterns.

Pattern matching helped analyze the data in this case study. Yin (2014) explained pattern matching to be one of the best techniques for analysis. It is the comparison of empirical patterns based on data with a pattern that was predicted prior to data collection (Yin, 2014). Knowledge from previous studies regarding the influence of coaching and mentoring on new teachers and on their students' learning served as the basis for the predicted pattern.

Along with hand coding, NVivo, a CAQDAS, was to assist the researcher to further analyze the data by providing additional tools for sorting and storing interview transcripts. NVivo managed, organized, coded, and compared information. The dual process allowed for richer analysis.

Limitations and Delimitations

Defining limitations and delimitations was important, as they did influence this case study. Limitations are out of the researcher's control, while delimitations are boundaries determined by the researcher. Delimitations are imposed to narrow the scope of the research. This study was delimited to one private Catholic high school in California. It further delimited by working only with new teachers in that school.

In this qualitative study, the researcher was the primary source of data collection, which was an inherent limitation of this design method. The researcher had a strong understanding of what was being studied and had the ability to ask good questions, listen effectively, and avoid bias during data collection and analysis (Yin, 2014). The researcher worked proactively to avoid bias. Yin (2014) suggested that to avoid bias; researchers must be open to contrary findings and follow ethical guidelines.

Qualitative case study research lends itself to small numbers of participants. This study interviewed nine new teachers and utilized a focus group of school site administrators. Participation was limited to new teachers participating in mentoring and coaching at a single school and school site administrators. Such small sample sizes can be a limitation but are a trade-off with feasibility. The issue of generalization looms large within a single unit case study (Merriam, 1998). Much was learned from this single unit case study; however, it was often difficult to draw conclusions that were generalizable (Yin, 2014). It can be difficult to replicate the research of such case studies.

A final limitation of the study was that the researcher worked within the diocese. However, it did not affect the number of teachers willing to participate in the study. Those who participated had no knowledge of the researcher's former status or position on the campus.

Internal and External Validity

Bias, credibility, resource availability, and generalization often limit case study research (Merriam, 1998). The researcher worked diligently to avoid such inherent risks. "One of the assumptions underlying qualitative research is that reality is holistic, multidimensional, and ever-changing: it is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured as in quantitative research" (Merriam & Tisdell, 2016, p. 242). Capturing reality, however, is difficult if not impossible. There are a number of strategies qualitative researchers can use to increase validity as well as collect and measure the interpretations of study participants (Merriam & Tisdell, 2016). In order to avoid concerns about validity, reliability, and credibility, the researcher followed Yin's (2014) four recommended principles of data collection.

Qualitative validation of both the questionnaire and the interview questions were critical to this study. To ensure the trustworthiness of this explanatory case study, it was necessary for the researcher to use Validation Rubric for Expert Panel (VREP). This rubric designed by Simon and White (2016) determined the construct validity, content validity, and face value validity. The use of the rubric helped to avoid weaknesses in the interviews. It assessed the credibility of the instrument and the resulting data (Simon & White, 2016). The goal of minimizing errors and bias was achieved.

Multiple data collection methods were used to ensure triangulation. Triangulation is a convergence of data from a variety of sources to determine the consistency of the findings (Yin, 2014). Triangulation strengthened the construct validity of the case study. Yin (2014) suggested that it is important to use multiple sources of evidence and create a database for case study-related data. Data collected from interviews, questionnaires and a focus group ensured multiple evidence sources. Questionnaires and interview questions were field-tested for validity and credibility. Field-testing allowed the researcher the opportunity to practice interviewing. All

collected data from field-testing was kept in a specialized database and used to update questionnaires and interview questions.

New teachers were the primary participants and instruments of data collection; therefore, the study results reflected their daily reality (Merriam & Tisdell, 2016). The researcher ensured internal validity by using pattern matching and explanation building when analyzing the data.

Expected Findings

In recent years, a rise in the number of mentoring and coaching programs in education has occurred (Marzano, 2017). Supporting new or struggling teachers has become a priority for many school districts. There is growing support for more programs that will enhance new teachers' transition into their first teaching jobs. The aim of this research was to discover new teachers' perceptions of coaching and mentoring and its significant positive impact on their growth and performance as well as their students' learning. The predicted outcomes for this study were:

- New teachers participating in coaching will perceive positive effects on their teaching and their students' learning.

- New teachers participating in mentoring will perceive positive effects on their teaching and their students' learning.

The research extended the work of Brennan (2011) and Shields (2013) as well as demonstrated the components of Hersey's (1984) situational leadership. The results of this case study inform the literature by drawing attention to the perceptions of new teachers about mentoring and coaching. The work also highlighted the need for greater coaching and mentoring programs in the Catholic school system.

Ethical Issues

The researcher followed the standards described in the American Psychological Association's (APA) Code of Conduct (2017). The non-discrimination clause stated that no person shall be discriminated against based on "age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any basis proscribed by law" (APA, 2017, para. 5). Selection of participants was based on new teachers' availability and willingness to participate in the study. Race, gender, religion, or any other status mentioned above was not considered. The only criteria or limitation for this study was that participants be first-year teachers at a private Catholic high school in California. In order to ensure that the Code of Conduct (2017) was followed, it was necessary to gain approval from school leadership before collecting data (see Appendix E). Once site approval was granted, participants were secured, and proper informed consent obtained (see Appendix A). The consent form included a statement explaining the study and the role of the participant. Information detailing the right to withdraw at any time was included. Prior to gathering data, any questions from the participants were addressed.

The researcher maintained confidentiality and a chain of evidence. The NVivo and Survey Monkey programs required passwords to gain access to the data. Any data analysis from NVivo or Survey Monkey was also downloaded and kept in password-protected files. Considerations for privacy and confidentiality was a major concern during the study. Participant data was kept in well-secured and password-protected files. All personal information was removed and coded to ensure confidentiality. The researcher assigned numbers to each participant and removed all personal identifying characteristics from all collected data. All coded data was password-protected and kept on an external drive, separate from the interview, questionnaire, and focus group information to further protect the participants' identities.

Participants were not paid or rewarded for their work so as not to skew the data. Finally, this case study project did not produce any physical, psychological, or sociological risks. The researcher followed the recommendations found in the *Belmont Reports* as summarized by Sims (2010). The ethical guidelines for research involving human subjects served as a guide.

Summary

This chapter presented a comprehensive description of the methodological considerations for this study. This qualitative research methodology used case study design to explore how new teachers perceived coaching and mentoring programs to influence their growth and performance, and their students' learning, in a private Catholic high school. In order to better investigate the phenomenon of new teacher perceptions of mentoring and coaching, multiple sources of data were used to develop a quality qualitative case study (Merriam, 2009). Yin (2014) explained that case study research works to interpret a current phenomenon in its real-world setting. Studying those most impacted by the phenomenon and wanting to conduct a qualitative study is why case study design was selected.

Interviews, questionnaires, and a focus group aided in triangulation of the data and ensured the validity and reliability of the study (Merriam & Tisdell, 2016). The data were collected with proper permissions given from Concordia University-Portland, the school site, and the participants. All ethical considerations were evaluated to protect the participants. The IRB guidelines served as the foundation for all ethical concerns. Participants volunteered for the case and were free to withdraw and any time during the study. All participants completed consent forms. New teachers and administrators were able to review transcripts from their interviews and focus group to ensure accuracy. Confidentiality was protected by assigning each participant a number and keeping that data separated.

Following the methodologies and data analysis, the researcher reported the findings of this explanatory case study. Presentation of the findings is found in Chapter 4. Chapter 4 shares data from the questionnaires, teacher interviews, and the focus group.

Chapter 4: Data Analysis and Results

The purpose of this chapter is to describe the sample population, methodology, findings, and present the results of this case study. The research in this study served as an explanatory case study with the purpose of exploring the perceptions of how new teachers perceive the influence of coaching and mentoring programs on their growth and performance in a Catholic high school in California. Data collection involved gathering individual interviews, questionnaires, and conducting a focus group of school administrators. The findings for the following research questions are discussed:

RQ$_1$: How do new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?

RQ$_2$: How do new high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?

As stated in Chapter 2, this study was based on the framework of situational leadership and teacher preparation. Hersey's (1984) situational leadership model empowered leaders to impact others by the creation of strong bonds between leader and follower. The model required coach or mentor and the new first-year teacher to build a rapport that allowed the teacher to accomplish specific tasks and responsibilities. Also, as Marzano (2017) and Schmuck, Bell, and Bell (2012) discussed teacher preparation programs focus more on collaboration and cooperation. Both studies argued the need for effective teams to assist new first-year teachers. This study addressed the gap in the literature by exploring the perceptions of new teachers at one Catholic high school in California. The focus of this case study was to examine the perceptions of new first-year teachers.

Description of the Sample

  The setting for this study was a single private Catholic high school in the Diocese of Orange, California. The school opened with a charter class of 216 students. Today, the current enrollment is 1,700 students. The school touts itself as one of the number one schools in the area with unmatched academic achievement and programming. The school is located in a suburban city and is part of a Catholic diocese consisting of seven high schools and 37 elementary schools. There were 110 members of the teaching staff at the school, of which 20 were new teachers. The target population was the 20 new teachers, who participate in the New Teacher Coaching and Mentoring Program. Of the target population, nine new teachers elected to participate in the interviews. All nine also completed the questionnaire. Data collection involved gathering individual interviews, questionnaires and an administrative focus group.

  According to school administration, the program was created to better retain teachers and prepare them for the teaching profession. The principal reported that each year, the school hires 10 to 20 teachers and often most are first-year new teachers. The new teachers work directly with the Assistant Principal of Faculty and Instruction along with two instructional coaches. One instructional coach focused on classroom and teaching strategies. The other acts as a technology coach because the school has an extensive one-to-one tablet program for students and teachers.

  The sample size for the interviews consisted of nine participants who are new first-year teachers at the study school. Of the nine participants, three were male, and six were female. Eight of the nine participants shared that they hold advanced degrees, and all hold valid and current California Teaching Credentials. The findings of this qualitative study were based on the responses of participants during the individual interview, feedback from the questionnaires, and responses from the focus group participants. The focus group consisted of five participants who were administrators and instructional coaches at the school site.

The school leadership organizational chart showed a president-principal model (Figure 5). The school principal shared that the president is responsible for enrollment and fundraising while the principal is the educational leader. The principal is responsible for the daily operations. The principal works with the three assistant principals and two instructional coaches to enrich the curriculum for students and professional learning for teachers. The principal, two assistant principals, and two instructional coaches participated as members of the focus group. Four participants were male; one was female. All focus group participants had teaching experience and held advanced degrees. The interviews and questionnaires discovered the perceptions of new teachers regarding coaching and mentoring. The focus group explored the understanding of coaching and mentoring as well as its effectiveness from the administrative viewpoint.
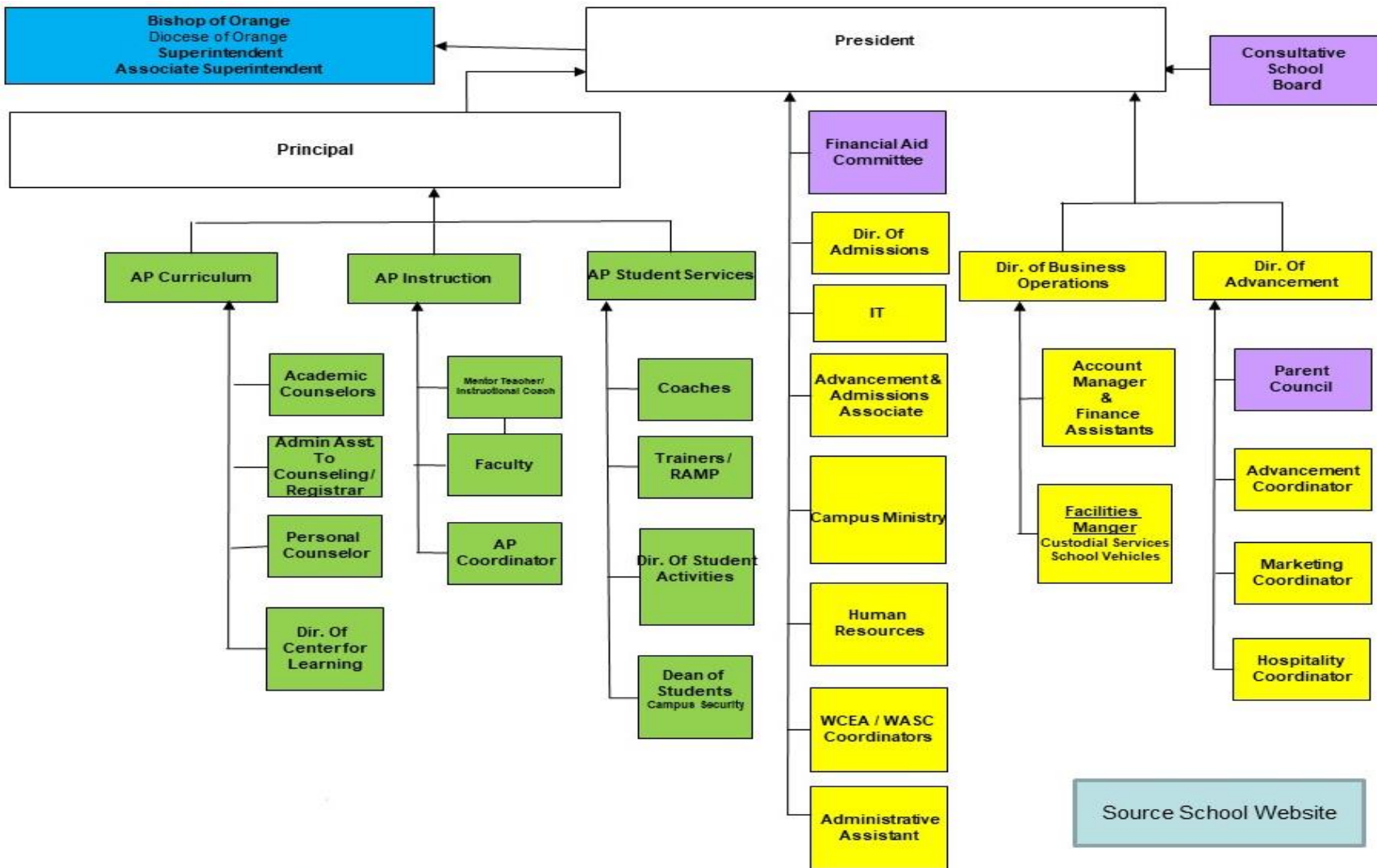
Figure 5. Organizational Chart for study high school.

Research Methodology and Analysis

This study was designed as an explanatory case study. The purpose of explanatory case studies was to explain how or why a condition came to be (Yin, 2014). The features of this study that correlated to the characteristics of qualitative studies include: a small sample size; in-depth interviews were conducted during the data collection process; and data interpretations as is suggested by Maxwell (2013). The researcher used a qualitative case study research design to conduct the study and to explain new teacher perceptions of mentoring and coaching in a small Catholic high school in California. Interviews, focus group, and questionnaire data were coded using the coding software program NVivo 12.

To collect data and answer the research questions guiding this study, an individual interview with each teacher was conducted with the use of an interview guide consisting of 12 questions (see Appendix B). The interviews were held on the high school campus in the Counseling Conference room. The average time of each interview was approximately 35–40 minutes. The focus group met in the Office of the Principal of the high school. Five administrators were present and participated in the focus group. The researcher used eight guiding questions for the focus group (see Appendix C). The members of the focus group shared their genuine interest in discussing the school's program and hoped to learn more after the publication of the data. At no time, did any member share a concern about confidentiality. The group met for 45 minutes.

Questionnaires were appropriate for purposes of data triangulation in this qualitative case study. The questionnaires allowed the researcher to collect relevant information from new teachers anonymously and associate the findings with the interviews and focus group. Use of direct comments of the participants presents the new teacher perceptions of mentoring and

coaching. Data were collected and transformed into transcripts for the individual interviews and focus group to review.

Data transcripts gathered from the responses of the new teachers in the individual interviews, and the focus group were loaded into NVivo software for the storage and organization of the data, in preparation for the analysis. The NVivo software allowed the researcher to code the data using a methodical and systematic approach. Data collected in this study were analyzed using transcripts from focus group and interviews. Results from questionnaires were also utilized to provide triangulation and to support a descriptive analysis of the qualitative research study. Descriptive coding techniques as suggested by Saldaña (2014) were employed to analyze all transcripts from recorded interviews and the focus group meeting.

Content analysis was completed to examine the interview and focus group data collected for review. The interview transcripts were imported into NVivo, and codes and nodes were created. Nodes are the topics that were revealed in the interviews. All the transcripts were read, and information was then sorted into nodes. The nodes created from the interviews were as follows: define coaching, define mentoring, impact on student learning, impact on teacher performance, professional support, onboarding, response to feedback, program frustrations, and seeking assistance. The interview codes found the frequency of terms such as coaching, mentoring, assignment, purposeful, strategies, impactful, and instructional. Transcripts were read and reread to ensure all responses were coded correctly. Hand coding was also employed so that the researcher had a strong visual of the correlating information from each theme. From the broad topics of the nodes, the responses analyzed and sorted according to themes were further analyzed and sorted according to themes using categorical frequency collections. The

categorical frequency collections or distributions, which demonstrate the possible results of random variables, presented multiple themes (Murphy, 2012).

All interview and focus group transcripts and questionnaire data were organized, read reflectively multiple times, and coded for themes. Transcript data and open codes imported to NVivo software created new labels and data representation through axial coding. Axial coding is the second cycle in the coding process (Saldaña, 2014). Previously created thematic codes now recognized relationships among the categorical codes (see Appendices F and G). The goal was to confirm and augment the results developed from the analysis of the data.

Multiple strategies were used to address issues of validity. The interpretive nature of qualitative research requires the support of multiple forms of data findings (Stake, 2010). According to Stake (2010), triangulation uses multiple observations and perceptions to verify their meaning and reliability. The data for this study grew out of new teacher interviews, questionnaires, and an administrative focus group and was organized using the central research questions.

The fundamental element to affirm the reliability of the case study was to follow the data collection and analysis protocol. Therefore, upon completion of the interviews, the researcher transcribed each of the interviews and handed over the interview transcripts to each of the participants in sealed envelopes, allowing them to verify that the information was correct and accurate. Once verified, each participant returned the transcript in a sealed envelope. In the case of errors, the participants were asked to respond with any proposed corrections or additions that needed to be made within seven business days. The researcher distributed and collected each envelope to ensure confidentiality. There was a note made that if there was "no reply," it would

be understood to mean there were no corrections needed. No participant made any corrections, edits, or other such modifications. Each participant was sent a thank you note.

Summary of Findings

Research question one sought insight into how new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California. Of those interviewed, only one shared that coaching is a waste of time. He stated, "I am transitioning to teaching after years of coaching. I am qualified. Respectfully, I do not need the help or time waster." The other participants' initial sentiments demonstrated that coaching was an important aspect of their training and introduction to the school and teaching profession.

The data from the questionnaires also revealed similar themes. Specific thematic codes developed during the analysis of the data include the impact on student learning, the impact of teacher performance, the importance of feedback and support, and the impact of collegial support. The codes found in the initial data analysis are listed in Table 1. The table also includes a description of each code.

Table 1

Initial Descriptive Codes for Instructional Coaching

Code	Code Name	Code Description
ISL	Impact on student learning	How coaching impacted student learning in the classroom
ITPG	Impact on teacher performance & growth	How coaching impacted teacher performance and growth
IF	Importance of feedback	How the actions of coaches impacted teachers. Reflective practice by coach and new teacher
CS	Collegial support	Impact of peer support

Participants described their coaching experiences as impactful and fulfilling. They also shared that coaching provided opportunities to improve as an educator. They described their

experience as one that relied on professional dialogue. Coaching gave the new first-year

teachers the opportunities to discuss and learn new teaching strategies. Regular communication

with their coach provided feedback from one who understood the nature of the classroom. Many

participants viewed teacher growth and performance as the same. Three respondents shared that

the program's impact also came from the relationships developed with the other new teachers. A

sense of team and a collaborative spirit developed among this particular group of new teachers.

One of the three stated, "The bonds created were truly dynamic. The collegial support made the

transition to teaching a bit easier." Most reported that they perceived coaching influencing and

improving their performance as a teacher and seeing improvement in student learning.

Research question two explored how new high school teachers perceive the influence of

mentoring programs on their growth and performance, and their students' learning in a private

Catholic high school in California. The data proved similar to that of question one as illustrated

in Table 2. The codes are almost identical to those developed for research question one with

only slight variations in the total responses. Subsequently, the data formed the basis for

understanding that new teachers perceived that mentoring programs had a positive influence on

their growth, performance, and their students' learning. Participants shared that the support and

feedback offered during coaching or mentoring sessions offered real and practical instruction and

created a sense of self-awareness within their teaching.

Table 2

Initial Descriptive Codes for Mentoring

Code	Code Name	Code Description
ITPG	Impact on teacher performance & growth	How mentoring impacted teacher performance and growth
ISL	Impact on student learning	How mentoring impacted student learning in the classroom
IF	Importance of feedback	How the actions of mentors impacted teachers. Reflective practice by mentor and new teacher
MAT	Mentor as trainer	Mentor teacher described as a trainer as in the business world

Two themes arose from the data that were beyond the scope of the original research questions. First, it was clear from interviews, questionnaires, and focus group responses that there is some confusion surrounding the differences between coaching and mentoring. However, especially, during interviews and the focus group, as participants discussed coaching and mentoring, it was clear most understand the various modalities of each. For example, one respondent began sharing that he saw no difference between coaching and mentoring. Yet, as he explained his coaching experience, he clearly defined the role of an instructional coach versus that of a mentor teacher. Another new teacher confidently stated, "Mentoring and coaching are the same." However, as he described coaching, he stated, "I guess, coaches focus more on developing teaching strategies and ideas for classroom instruction with the goal of improving student learning and my teaching." He seemed to pause at that moment and take a deep breath as he exhaled, he commented, "Coaching helps me think more outside the box in my approach to teaching." Such comments made it clear that there is a lack of clarity between the understanding of coaching and mentoring.

The other overarching theme was the confusion and frustration created by a lack of understanding of the school site administration's role in coaching or mentoring. A new teacher during her interview stated, "A program is very important. It needs to be well defined and

understood by all administrators and teachers. There needs to be a single vision for the program." Three of the new teachers interviewed shared that the school administration was working to create a program that continued into the second year. The concern they shared was that the new teachers were not asked what teaching strategies or pedagogies should be the focus of year two. While all demonstrated great respect for school administrators, they would appreciate being part of the dialogue and training discussion. Another shared that the role of department chairs needed to be expanded and clarified. Overall, new teachers appreciated the school administration but only felt that one assistant principal and the instructional coach had a command and understanding of the program.

The focus group data presented similar findings with regard to a lack of a clear understanding between coaching and mentoring. The two instructional coaches had the better understanding of the difference between the two. One coach stated, "My responsibility is to first mentor our new first-year teachers, then by second semester I must act as a coach." She made it clear that when acting in the role of coach, the focus of the work is on instructional strategies and the effect in the classroom. Both instructional coaches spoke passionately about their responsibilities. While the other administrators believed the work of coaching and mentoring was critical, they shared that they did not always see the difference between coaching and mentoring.

When asked about the overall vision of the program, the focus group members shared a common vision – improved teaching, better support for new teachers, and improved teacher retention. Their comments reflecting a shared vision are in contrast to the sentiments shared by new first-year teachers who described a lack of a clear vision. One instructional coach shared that there was confusion with regard to the creation of second year programming. The new

teachers had not been told the purpose of the program, which was to create a training ground for future instructional coaches.

Presentation of the Data

The goal of the interview (Appendix B) and focus group (Appendix C) questions along with the questionnaires (Appendix D) was to provide support and address the two research questions. Using Saldaña's (2016) coding models, the researcher analyzed these data.

Research question one. The first research question asked, "How do new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?" To best address this question it is necessary to break down the research question into two distinct areas: growth and performance and student learning. The data can be broken down into four themes with subthemes as illustrated in Table 3.

Table 3

Themes and Sub Themes – Research Question 1

Theme	Subtheme
Impact on student learning	• Confidence of teacher
	• Improved content knowledge
Impact on teacher performance & growth	• Learning strategies
	• More professional development
	• Confidence
Importance of feedback	• Understanding school culture
	• Constructive & collaborative
Collegial support	• Impact on growth of new teacher

Theme 1: Impact on student learning. Eight of the nine new first-year teachers interviewed overwhelming discussed the influence of coaching on their students' learning. One participant shared:

Mentoring and coaching improved my content delivery, which led to improved learning. As I learned more about best practices, I became a better more confident teacher. The deeper my understanding, the deeper the student learning and understanding. As I became more comfortable so did my students. The honest feedback from the instructional coach helped me improve as my delivery improved my students learned more.

Another participant shared,

Having a better understanding of how I teach or the content of what I teach made me a better teacher. As I learned more, I became more confident which made me a better teacher. From the first semester to the second semester, I saw a difference in me and my students.

Most interviewed new first-year teachers stated similar sentiments. There was an overall agreement that the coaching experience improved their abilities as teachers that then had a significant impact on improving their students' learning.

The questionnaire data also revealed that new teachers believed that coaching had a significant impact on student learning. Seventeen of 20 reported seeing improved student learning. Figure 6 demonstrates those findings. One respondent on the questionnaire stated, "the coaching program was effective and helped me improve my teaching and therefore impacted my students' learning.'" Another commented, "When I was able to channel my passion for teaching and opened to the idea of coaching my teaching improved. As I improved as a teacher, my students learned more and better demonstrated the necessary outcomes from each lesson." While another stated, "Having a better understanding of how I teach or the content of what I teach made

78

me a better teacher. As I learned more, I became more confident which made me a better teacher which impacted my students' learning."

Coaching Improves Student Learning
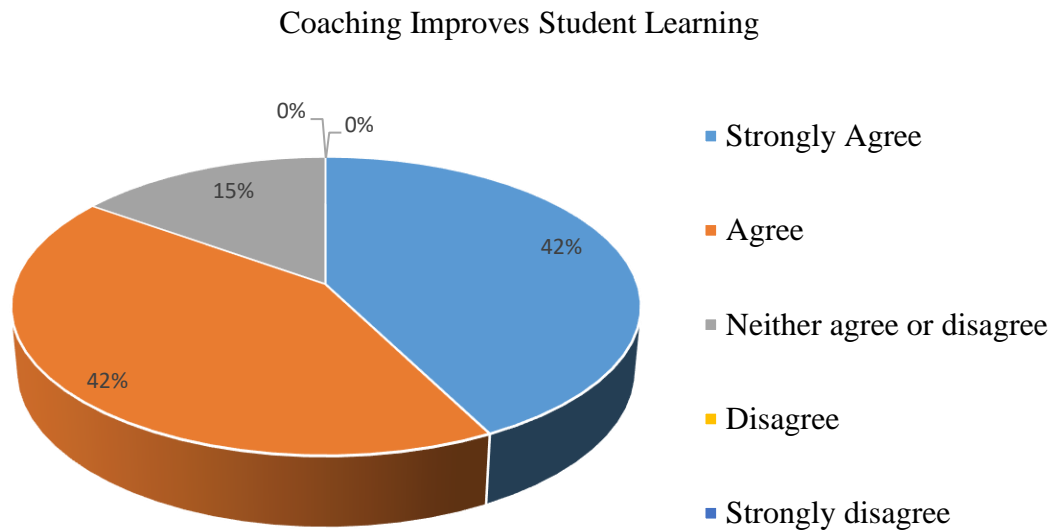
Figure 6. Sample of Improves Student Learning Questionnaire Data.

The concept of improved confidence leading to improved student learning was discussed on several occasions during the focus group with school site administrators. One administrator noted that as he visits classrooms throughout the school year, he sees notable improvements, which he believes, are a result of the school's program for first-year teachers. As this comment was made, the principal quickly added, "The gift of the program is that it builds teacher confidence which has a direct correlation to student learning." Another administrator commented, "Students learn more because a teacher believes in what he/she is doing. They are better teachers who are more attuned to the school." Much like the new teacher interviews, the administrative focus group shared an enthusiasm for the results from their coaching program. The results demonstrate improved student learning. All commented that the proof of the learning is the outstanding Advanced Placement and International Baccalaureate exam results. Another

administrator was quick to point out that in the three years since the inception of the program there has been a better retention rate among the new teachers. He believed there was a direct correlation to the program. He stated, "If a teacher feels they are a part of a collaborative and supportive community, they are more likely to stay vested in the school."

   Theme 2: Impact on teacher growth and performance. Based on the interviews with new first-year teachers and the administrative focus group, a few main points were distinguished: better understanding of learning strategies; more professional development; and improved confidence. New teachers reported being more prepared and having a better understanding of a variety of learning strategies. During the interview, one new first-year teacher commented,

> Coaching raised my awareness and improved practical elements of teaching. The
>
> feedback provided helped me improve teaching strategies. I tried things I may not have
>
> tried with her guidance like an exit ticket or closure questioning. I knew I had
>
> professional support.

Another mentioned, "Coaching helped me grow as a teacher. I learned more strategies that I could use in the classroom. I knew that someone would also help to support me be it in the department, the coach or the administration." One teacher discussed how working with his instructional coach was personal, professional development. He stated, "My coach helped me look at my overall teaching style versus just content specific information. As the coach worked with me during various sessions, I learned a variety of teaching strategies."

   The administrative focus group demonstrated agreement with new teachers having a better understanding of teaching and learning strategies. One administrator commented:

> Instructional Rounds provided new teachers with fresh eyes to see what other teachers
>
> were doing in the classroom. As a whole, the coaching program provided physical,

emotional, instructional and institutional support to teachers for the first three years at the

school. One of the greatest challenges for new teachers is feeling supported.

Another administrator responded, "Confidence! New teachers grow in confidence." The

instructional coach commented,

> I believe the program has had a significant impact on our teacher's growth and
>
> performance. Working at our school is something that takes time to master given all the
>
> nuances new teachers have to learn about our school. The program creates opportunities
>
> for discussion, support, and growth that was not previously possible.

Others agreed with the assertion and emphasized that the program works to improve teaching

performance by investing in coaches who are willing to learn and inspire new first-year teachers

to push themselves to better understand a variety of teaching strategies.

The interviews and focus group data demonstrated that there is agreement about the

impact of the coaching program. Data gathered from the questionnaires showed that respondents

either agreed or strongly agreed that coaching improves their teaching performance. The

questionnaire data also demonstrated that 15 of the 20 teachers found coaching to be a form of

professional development. Figure 7 demonstrates those findings. Overall, the positive

sentiments reflect that coaching is impactful and develops more organized and prepared new

teachers. One respondent commented, "I grew as a teacher because I was routinely asked to

define my goals and work to improve my teaching."

Coaching Impact on Teacher Growth & Performance

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

47%

37%

10%

5%
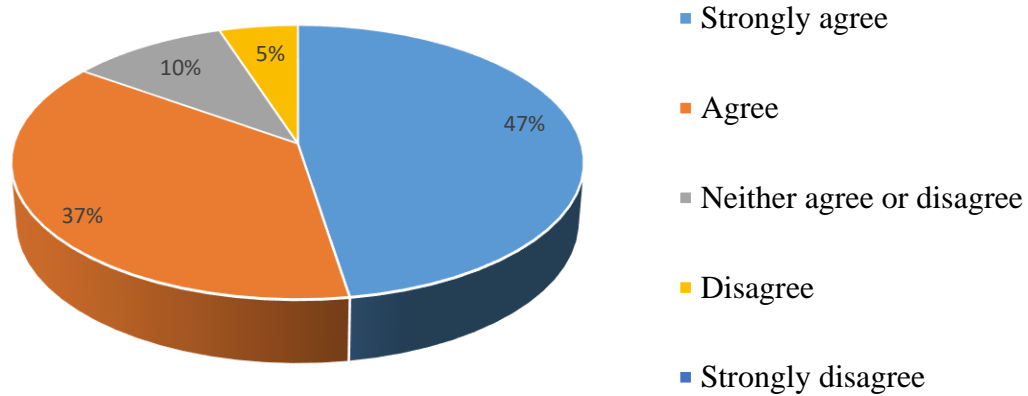
Figure 7. Sample of Teacher Growth & Performance Questionnaire Data.

  Theme 3: Importance of feedback. As a result of the interviews and the questionnaires, a third theme arose from the data. Six of the nine interviewed discussed supportive feedback. One new teacher commented, "Working with the coach gave me constructive feedback that was essential to improving my teaching." Another shared that the feedback helped make her much more self-aware as a teacher. The new teachers described the feedback as a key factor in better understanding the school culture and wanting to stay at the school for many years. Thirteen of the 20 who completed the questionnaire reported that the feedback received was supportive and encouraging. Figure 8 demonstrates the data from the questionnaire. Respondents commented that the feedback led to greater professional development.

Significance of Feedback
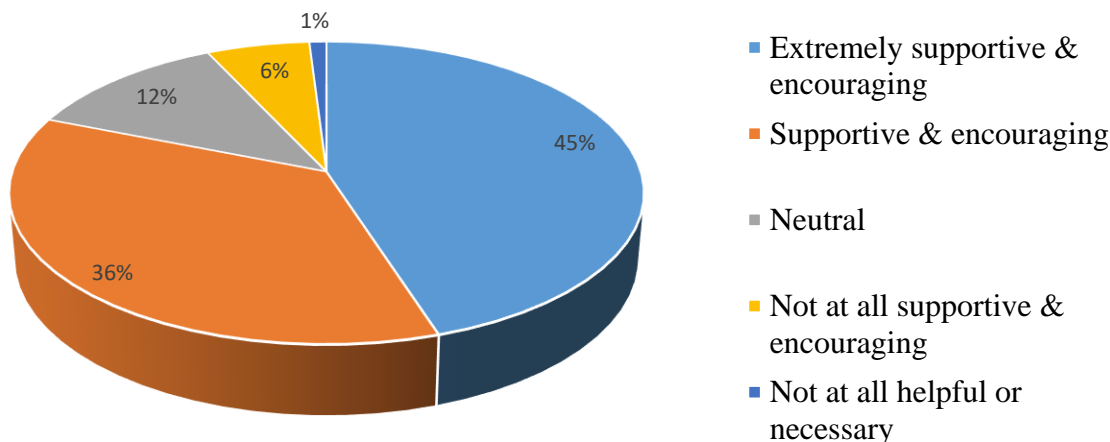
Figure 8. Sample of Feedback Questionnaire Data.

One of the interviewed new first-year teachers commented, "New teachers need someone to give them valuable feedback and not just do the observation or evaluation. I am lucky that at this school I have a coach who helps me make adjustments and improve my teaching." Throughout the interviews, new teachers referred to feedback as constructive, collaborative, supportive, and encouraging. One teacher stated, "I would take feedback seriously and work to implement the suggestions to improve my teaching especially when the coach understood my subject matter." Other new teachers discussed how the feedback they received was an essential resource. The coach's knowledge about the school, teaching, and assessment proved invaluable for their success.

The discussion regarding feedback was characterized as necessary and essential. When the focus group with administration discussed the relationship between the coach and the new teacher, one assistant principal stated, "Teachers are more open to follow up and feedback which leads to improvement. They begin to understand that administrators and teachers alike are here

83

for the students and new teachers." Another administrator noted that learning to accept feedback also means learning to have other adults in the classroom. He stated, "When new first-year teachers are comfortable with individuals in their classroom, the teacher is more authentic and receptive to constructive feedback." The focus group agreed that constructive feedback can propel a new teacher to achieve their goals and improve as a teacher.

Theme 4: Impact of collegial support. As new teachers discussed the impact of coaching feedback, they also shared about the impact of the support provided by the instructional coach. The last teacher interviewed explained, "By going to new teacher meetings and meeting one on one with my coach, I was fully supported professionally." Another shared, "I am a better teacher. I believe the program is helpful. It was great to have so much support." Of the 20 teachers who completed the questionnaire, 19 shared that they strongly agreed that the program supported them and was a key factor in their growth as new teachers. One teacher commented on the questionnaire, "Support: emotional, technical and providing good feedback for growth was a key element of the school's program." In the administrative focus group, the instructional coach stated,

> As a whole, the mentoring and coaching programs provided physical, emotional, instructional and institutional support to teachers for the first three years at the school. One of the most significant challenges to new teachers and new teachers to a school is making them feel supported. In order to keep good teachers – support must be given in a manner that best serves the needs of the teachers and improves student outcomes.

> Overall, new first-year teachers were given collegial support by campus coaches and administration. Several new teachers also commented on the relationships they developed within the group of new teachers. They shared they could rely on one another even on the toughest

days. They felt comfortable visiting each other's classrooms in order to learn new strategies and methodologies. However, five new teachers also discussed their disappointment with a lack of departmental support or understanding of the program, especially by the department chairperson.

Research question two. The second research question asked, "How do new high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?" The research uncovered four themes with sub themes as illustrated in Table 4. The study found significant overlap and the findings are best viewed holistically. The findings are better understood in combination with one another as opposed to separately.

Table 4

Themes and Sub Themes – Research Question 2

Theme	Subtheme
Impact on student learning	• Mentoring as a path to improvement
	• Comfort with mistakes
Impact on teacher performance & growth	• Understanding of role as an educational professional
Importance of feedback	• Improved teaching
	• Professional support
Mentor as Trainer	• Difference between coaching & mentoring
	• Corporate model

Theme 1: Impact on teacher growth and performance. New teachers reported being more prepared and having a better understanding of various learning strategies. One new teacher shared, "Mentoring truly did have an impact on my teaching and my performance as a teacher. Based on the feedback I could make adjustments, and I would be a better teacher." Another teacher commented, "The program helps to take away self-doubt. I felt that I was given help that was purposeful and had a direct impact on my teaching." One teacher discussed how mentoring was content specific and allowed her to develop not only her philosophy of teaching but to better

understand her role as an educational professional. She commented, "Mentoring had a major impact on how I have developed as a teacher. I am a much better teacher today than I was when the school year started."

The administrative focus group discussion about mentoring and teacher growth reflected a similar agreement with the impact of mentoring. One administrator explained,

The program has had a significant impact on our teacher's growth and performance. Working at this school is something that takes time to master given all the nuances new teachers have to learn. The program creates opportunities for discussion, support, and growth that was not previously possible.

Another administrator shared, "No matter what you call the style of the program either coaching or mentoring, it has had a tremendous impact on our new teachers."

When studying the questionnaire, the data showed significant agreement with the interview and focus group responses. Data gathered from the questionnaires showed that new teachers either agreed or strongly agreed that mentoring improves their teaching performance. Question 13 on the questionnaire asked, the teacher to respond to how they would describe mentoring. The respondent commented, "The resources provided by the mentor is invaluable. It has allowed me to be much more successfully as a teacher than if I was on my own." Overall, the affirmative statements reflect that mentoring is impactful and develops more equipped new teachers.

Theme 2: Impact on student learning. Just as with coaching new first-year teachers interviewed shared similar comments on mentoring. New teachers overwhelming agreed that mentoring had a significant impact on their students' learning. One new teacher shared, "The guidance of the mentoring program set pathways to improve teaching that led to improved

student learning. If I am a better teacher, my students will learn more." Another new teacher explained that having a better understanding of content made her more self-aware and with that awareness, she was able to deliver better content. The better her delivery, the more her students learned. Overall, new first-year teachers agreed that mentoring had a significant impact on their students' learning.

The sentiments of the new teachers were similar to those who completed the questionnaire. The questionnaire data revealed that new teachers believed that mentoring had a significant impact on student learning. Eighteen of 20 reported seeing improved student learning. Figure 9 demonstrates those findings. One teacher commented, "My mentor was a supportive guide you helped me improve my teaching practice and my students' learning." Another teacher mentioned that he was able to see improved student engagement when he utilized the strategies discussed in mentoring sessions. Those who completed the questionnaire echoed the thoughts of those interviewed. They each made a strong case for the impact of mentoring on their students' learning.

Mentoring Improves Student Learning

■	Strongly Agree
■	Agree
■	Neither agree or disagree
■	Disagree
■	Strongly disagree
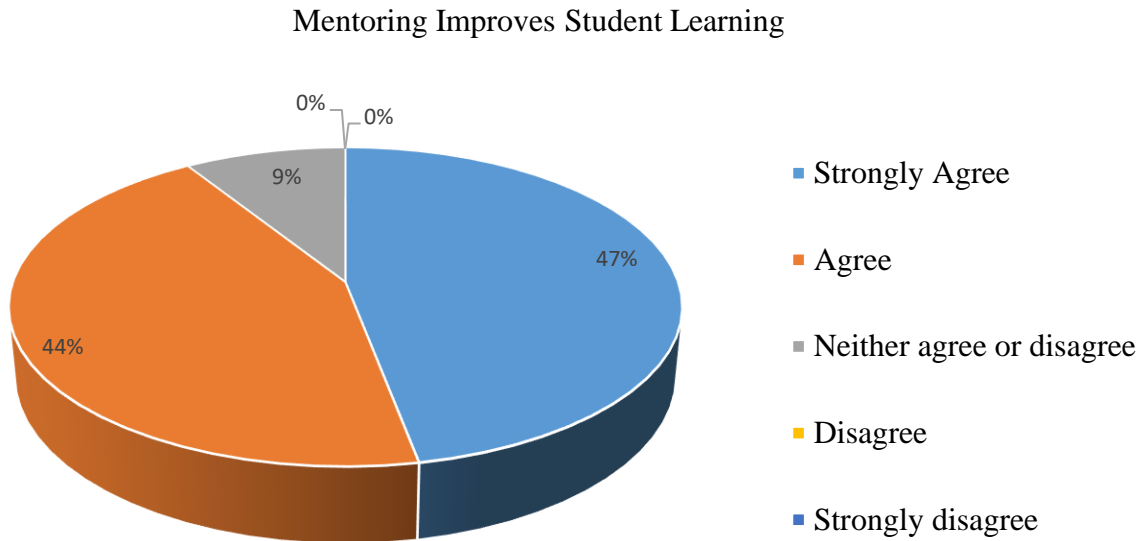
Figure 9. Sample of Mentoring's Impact on Student Learning Questionnaire Data.

When discussing the impact of mentoring on student learning, the administrative focus group commented as a collective that they have seen greater student engagement in classrooms they visit. One administrator stated, "Each time I review grade distributions and teacher assessment tools, I am pleasantly surprised at the student progress made in the new first-year teacher classrooms." The same administrator continued to share that trial and error, mentoring resources, and ongoing professional learning raised teacher self-efficacy in the classroom. The instructional coach concurred with her colleague but added that as a mentor her mission was to help new teachers feel comfortable enough to make mistakes but know that they would be supported. The ultimate goal of the program is to build better teachers and improve student learning. Overall, the administrative focus group data correlated with the new teacher interviews and the questionnaire data.

Theme 3: Importance of feedback. A third theme that developed from the data was the importance of constructive feedback. Feedback was discussed often during the interviews.

Many mentioned that no matter if delivered by a coach or mentor, feedback especially constructive in nature improves their teaching. One new teacher stated, "I was originally apprehensive about meeting regularly to discuss my teaching, but the time with my mentor made me a better teacher." She went on to comment that the time made her a much more reflective teacher. Another new teacher shared, "When I meet with my mentor, her feedback makes me a better content specialist as I am able to develop and improve my subject knowledge." During one of my last interviews, the new teacher simply stated, "Never fear constructive feedback, it is empowering."

While sifting through the data and analyzing the questionnaire responses, the data revealed similar beliefs about the impact of feedback. Eighty-one percent of those who completed the questionnaire believed that the feedback was either extremely supportive and encouraging or just supportive and encouraging as shown in Figure 10. One respondent stated in the comment section of the questionnaire, "Mentoring is all about using first-hand experience to assist and guide new teachers. One important component of that assistance is feedback."

Significance of Feedback
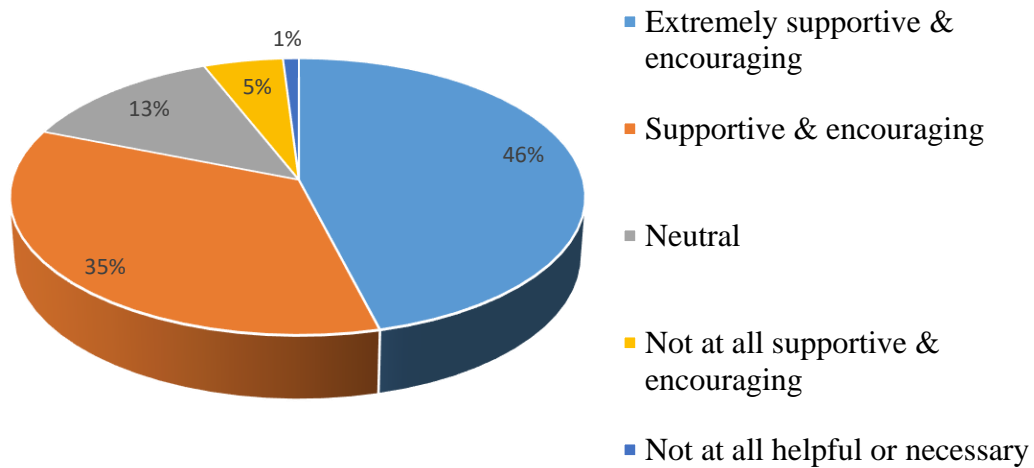
Figure 10. Sample of Feedback from Mentors Questionnaire Data

As the focus group discussed the importance of their campus mentoring and coaching program, there was a consensus that feedback is an essential part of the program. One administrator stated, "Ensuring that our mentors understand the importance of feedback is key. Teachers are more open to follow up. They begin to understand that as educators we must constantly improve so that our students' learning improves." The instructional coach shared that feedback is part of professional learning. She stated,

> Professional support at our school comes in the way of an extensive orientation for new teachers, which covered culture, procedural aspects and strategies while covering content. Throughout the school year, new first-year teachers meet regularly with their mentor teacher as well attend regular monthly meetings. Each meeting includes items of business pertinent to new teachers, specific topics (classroom management, transitions, group strategies, creating relationships and stress) as wells as take-away strategies and

positive inspiration. Mentors provide monthly observations of teachers, which were

followed with reflective conversations.

The instructional coach and the other administrators were clear that constructive feedback was

necessary for improved teaching and learning.

Theme 4: Mentoring as trainer. When discussing the notion of mentoring, two concepts

emerged. First, it was clear that new first-year teachers had a difficult time clearly defining

coaching and mentoring. However, once the new teacher began discussing coaching and

mentoring, one clear definition arose: mentors are like trainers in the cooperate world. As one of

the new teachers stated,

My mentor teacher is like a trainer. This is a person who is a role model; someone more

established. I think it is very much the corporate model someone who is there to help you

to give you a start.

Another commented, "Moving from the corporate world into teaching, I see the school's

program like how a business would train a new employee. Although, the school's program is

much more intense." Of the nine teachers interviewed, five made a comparison between

corporate training and mentoring in education. They compared their experience to onboarding

when the worked outside of education. Overall, those interviewed reported that mentoring was

helpful and informative. The participants reported that the only area that may have needed more

advanced support was technology.

The administrative focus group did not discuss mentoring in the context of a business

model. However, they did draw similarities of mentoring to state induction programs. They

shared that the process of reviewing teaching practices by an educational expert to allow a new

teacher to grow and improve. One administrator reported that the school's program helps

transition new first-year teachers to the school culture while helping to develop their teaching skills and effectiveness in the classroom. Another stated, "Our program is equal parts mentoring and coaching with more mentoring happening in the first semester." While the administrative group did not make direct links to their program and the business model, they did suggest that their program was unique to their school and other diocesan schools have not shared if they have similar programming.

Questions comparing mentoring and the business model where not asked on the questionnaire. Participants had the opportunity to comment. There was no evidence gathered from the questionnaire data that drew similarities between mentoring and the trainer concept in the business world. Twelve of the 20 who completed the questionnaire commented that the program was well organized, helpful, informative, and welcoming. However, there was no mention of a business model or style comparison.

Summary

Often, new first-year teacher perspectives are not considered when looking at the success or effectiveness of mentoring and coaching. The case study sought to determine how new first-year teachers perceive the influence of coaching and mentoring by exploring the research questions:

RQ$_1$: How do new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?

RQ$_2$: How do new high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?

92

This explanatory case study explored the research questions using interviews, questionnaires, and a focus group. Overall, the evidence gathered finds that new first-year teachers do see the influence of coaching and mentoring on their growth and performance, and their students' learning. The evidence suggests that new first-year teachers see a significant correlation between their growth and performance as a teacher and the time they spent with a coach or mentor. Further data demonstrates that new first-year teacher perceived that their students' learning was much improved after spending time working with a mentor or coach. The time spent with a coach or mentor receiving constructive feedback helped build teacher confidence. All of those interviewed shared that because their confidence as a teacher had grown and improved, they saw improvement in their students' learning. Chapter 5 presents the conclusions, results, and recommendations attributed to this case study and the data gathered and shared in this chapter.

Chapter 5: Discussion and Conclusion

This explanatory case study explored the perceptions of mentoring and coaching on new first-year teachers at a private Catholic high school in California. The study used semistructured interviews, questionnaire data, and data from an administrative focus group. This chapter summarizes the findings of the research, reviews how the results connect to current literature, discusses the implications of the results, and presents the limitations and recommendations for future research. Key findings as they relate to the literature presented in Chapter 2 and through the conceptual framework that grounded the study are discussed in this chapter. The conceptual framework and research that supported the importance of better understanding the perceptions of new teachers regarding mentoring and coaching programs on their growth and performance as well as their students' learning drove this study. As explained in Chapters 1 and 2, the research is limited to public schools, focused on programming, and administrative perceptions with few studies focusing on the new first-year teacher in a Catholic high school setting.

This chapter provides a synthesis of the data resulting from this explanatory case study. A thorough summary of the findings is presented through thick and rich description and discussion of both the results of the study and the results in relation to the literature. The implications of the results for practice, further research recommendations, and conclusions based on the findings of this case study are defined.

Summary of the Results

The research in this study serves as an explanatory case study with the purpose of exploring the perception of the influence of coaching and mentoring on new first-year teachers in a private Catholic high school. Little research exists that establishes an understanding of coaching and mentoring programs from the point of view of the new first-year teacher in a

private Catholic high school. A qualitative research methodology was used to address the following research questions:

RQ$_1$: How do new high school teachers perceive the influence of coaching programs on their growth and performance, and their students' learning in a private Catholic high school in California?

RQ$_2$: How do new high school teachers perceive the influence of mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California?

The conceptual framework discussed in Chapter 2 was based on situational leadership and teacher training. The work of Hersey (1984), Schmuck et al. (2012), and Marzano (2017) grounded the study. Hersey (1984) established the approach of how instructional coaches effectively work with the new first-year teacher. The spectrum moves from directive to nondirective coaching. Situational leadership requires the development of a strong relationship between a coach and a new teacher (Hersey, 1984). The work of Marzano (2017) demonstrated the need for specialized training for new teachers in the form of mentoring and coaching programs. To create a collaborative environment, teams must first set small goals and establish norms. Establishing the guiding principles of the group lays the foundation and validate the collaborative team's purpose (Marzano, Heflebower, Hoegh, Warrick, & Grift, 2016). The group must exhibit a willingness to grow, as collaborative teams are dynamic. Building a collaborative culture is an ongoing process just as it is between coach and new first-year teacher. The literature pointed overwhelmingly to the need for specialized training. New teachers need guidance to develop teaching skills as well as collaborative and innovative thinking (Kelly, 2013). Schmuck et al. (2012) indicated that there is a trend in education to increase collaboration

among teachers as well as a need to create effective team environments where new teachers work collaboratively.

Kelly and Schaefer (2014) discussed how "management and knowledge silos that were created in the 20th century are no longer today if organizations are to succeed" (p. 5). Their work outlines specific building blocks that are essential to ensure that collaboration is part of an organization's culture including trust, communication, and shared vision and purpose. Coaching and mentoring programs work to create the same collaboration and communication to develop more effective teachers and teaching practices. Fortunately, collaboration helps break down those silos so that organizations can be "creative, flexible, and ready to meet the changing, demanding needs of business today" (Kelly & Schaefer, 2014, p. 5). Like Fullan (2011), Kelly and Schaefer (2014) suggested working to build organizational capacity through collaborative teamwork. "Talent management professionals who take the time to teach and nurture these building blocks—trust, communication, and shared vision and purpose—will lay the groundwork to create an organizational culture based on collaboration" (p. 7). Instructional coaches and mentors assist in building collaborative environments.

Rodríguez (2013) discussed how teachers connect learning acquired in their preservice and onsite teacher training programs to life experiences, which can impact their professional development and disposition. Additionally, Hallman and Meineke (2016) suggested that new teachers need professional development to enhance their understanding of teaching strategies. Professional development allows new teachers to broaden their pedagogical and content knowledge. With improved teaching abilities, new teachers can also strengthen their awareness of how to teach all learners no matter their ability (Hallman & Meineke, 2016). Additionally, Rodríguez (2013) recommended including collaborative and reflective exercises in new first-year

96

teacher programs so new teachers can demonstrate what they learned from their instruction and how they connect their learning to develop their professional abilities. Studies on perceptions of new teachers to instructional coaching and mentoring are few. Research continues to focus on public school programs and administrative perceptions.

Applying the standards of case study research, the researcher posed how and why questions to new first-year teachers to gain insight and knowledge of their everyday experiences with coaching and mentoring. The empirical perspectives helped to understand the perceptions of new first-year teachers. Specifically, this research study examined how new first-year teachers perceived the influence of coaching and mentoring programs on their growth and performance, and their students' learning. The interviews, questionnaires, and an administrative focus group provided the foundation of the research data. The interviews provided descriptive information about the perceptions of new first-year teachers. Nine new first-year teachers participated in semi structured, in-depth interviews that identified teacher perceptions of the school-based mentoring and coaching program. The questionnaire data provided further information about the experiences of new teachers while the administrative focus group provided insight into how site administrators viewed and perceived the school's mentoring and coaching programming.

Thematic analysis of the data occurred throughout the data collection process. The process allowed for clarification of meaning. The resulting themes emerged from the data: the impact on student learning, the impact of teacher performance, the importance of feedback and support, and the impact of collegial support. The themes were significant in answering the central research questions. The participants expressed that mentoring and coaching has a profound impact on their growth and performance, and their students' learning. The evidence

suggests that new first-year teachers see a significant correlation between their growth and performance as a teacher and the time they spent with a coach or mentor. The participants also revealed that they lacked a thorough understanding of the differences between coaching and mentoring as well as a frustration with the lack of understanding of the school site administration's role in coaching or mentoring. New first-year teachers shared that, with suitable training, support and resources, they could develop strong teaching skills and practices. Through quality mentoring and coaching, proper support, and quality resources from coaches, mentors, and other educators, new teachers can improve performance and their students' learning.

Discussion of the Results

A number of important findings underscore the findings of how new first-year teachers' perceptions of the influence of coaching and mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California as a result of this study. As discussed in Chapter 4, the new first-year teacher participants shared a number of experiences of the impact of mentoring and coaching. The perceptions of the new first-year teachers regarding the influence of coaching and mentoring on their growth and performance were significant of the nine interviewed only one shared a negative reaction. He shared that coaching and mentoring had no impact on his teaching and were a waste of time. However, the other eight participants had quite opposite feedback. One new teacher shared, "My mentor understood my needs before I did. She built a strong relationship with me. Our shared goals were to constantly improve my teaching." Other respondents shared the same sentiment numerous times. Those who participated by responding to a questionnaire shared similar responses. Overall, the participants shared that coaching and mentoring had helped them grow as a teacher and improved their classroom teaching.

With regard to improved student learning, those interviewed as well as those who answered the questionnaire agreed that improved confidence made them better teachers. Therefore, their improved teaching improved student learning. One respondent simply stated, "If I am confident, I project a greater understanding of the content and my students learn more." The administrative focus group data concurred with the findings of the interviews and questionnaires. The data supports that new teachers believed that coaching and mentoring had a significant impact on student learning.

There were several occasions during the interviews that the participants were confused as to the difference between coaching and mentoring. Often, respondents could not give a clear definition of either. As each interview progressed, the respondents would describe various elements of coaching and mentoring that helped to establish clear meaning and understanding. Participants also shared that feedback for their coach or mentor enhanced their professional learning. Those interviewed and who responded to the questionnaire described how feedback from instructional coaches or mentors as well as reflective discussions empowered them to recognize interventions and strategies to improve their instruction. Most importantly, new first-year teachers believed they were supported, and their success was important to their coach/mentor and school site administration. On several occasions, those interviewed as well as those who completed the questionnaire mentioned that collegial support was available. However, they expressed frustration with a lack of support from their various department leadership.

These research findings suggested that school site administration had provided an effective program of mentoring and coaching. New first-year teachers overwhelmingly expressed their satisfaction and believed that the programs influenced their growth and

performance as a teacher as well as influenced their students' learning. The results of the study provide insight into the perceptions of new first-year teachers about the influence of coaching and mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California.

Discussion of the Results in Relation to the Literature

There is a growing concern regarding teacher shortages throughout the United States (Dunks, 2018). By the year 2020, more than 300,000 new teachers will be needed (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Figure 11 is a graphic representation of the teacher supply and demand curve from 2005 to 2025. To combat the shortage schools and districts are working to create programing that will better prepare new first-year teachers. Schools and districts look to coaching and mentoring programs to better equip new teachers with the knowledge, skills, and strategies necessary to find success in the classroom as (Dunks, 2018). Understanding the influence of these programs from the new first-year teacher perspective is important for their success and the growth of the teaching profession. Participants in this study communicated their understanding of the value of coaching and mentoring programs as well as their perception of the influence of these programs. They were willing to share their experiences as well as what they found successful and or needing improvement.
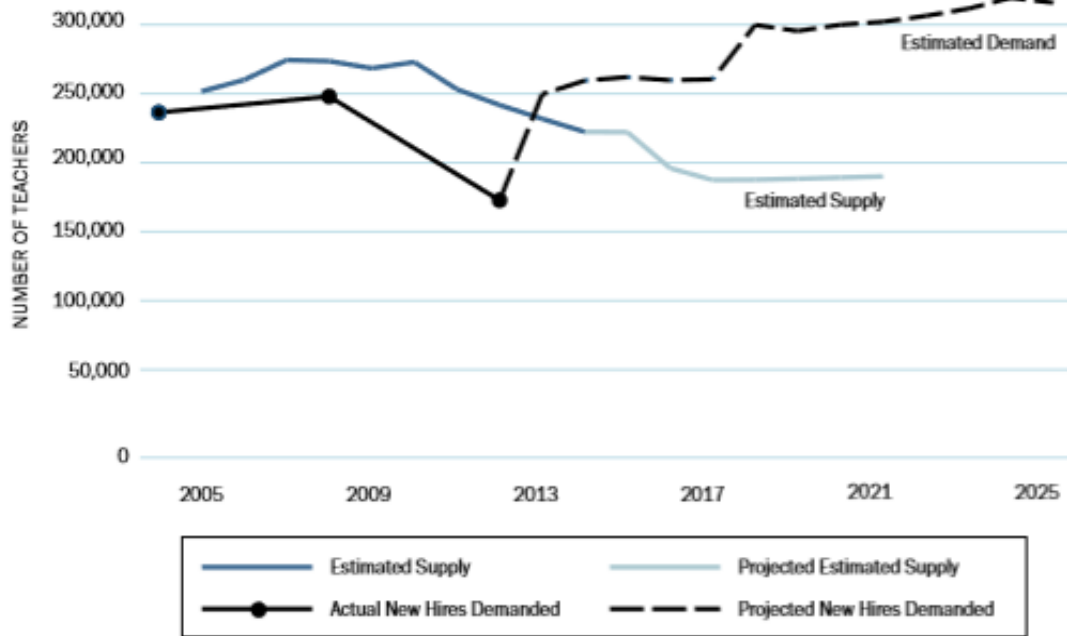
Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 for full analysis).

Figure 11. Teacher Supply & Demand (U.S. Department of Education, 2016).

The literature review established a lack of data regarding new first-year teachers and their perceptions of the influence of coaching and mentoring programs on their growth and performance, and their students' learning in a private Catholic high school in California. There was also inadequate literature regarding the perceptions of new first-year teachers regarding coaching and mentoring programs in public schools. Shields (2013) and Brennan (2011) discussed the critical nature of coaching and mentoring in Catholic schools. Therefore, new teachers need a program that includes a mentor or coach who can cultivate them as teacher and minister. According to those interviewed and those who completed the questionnaire, this was an important component of their training. However, most were practicing Catholics and shared they needed more support with teaching practice and strategies. The research of Shields (2013) and Brennan (2011) did not focus on new teacher perceptions, but rather on programming and administrative tasks. The study found a correlation to Shields' (2013) report defining

administrative tasks and responsibilities. During the administrative focus group, one administrator shared,

> I believe our Coaching/Mentoring Program's purpose is to help transition both new and veteran teachers to how we do things at our school. We also work to develop their skills, share the components of our faith, and help them to become more effective teachers. We do this in a variety of ways including classroom management, implementation of tech in the classroom, and much more. I believe our program is equal parts mentoring and coaching, with more of the mentoring happening up front, as we introduce the Teachers into our culture and the various nuances of what it means to teach at our school. Beyond that, the coaching kicks in to address the areas mentioned above.

The administrator's explanation of the program parallels the work of Shields (2013) and Brennan (2011). The administrators during the focus group session indicated they believed their coaching and mentoring program was unique to their school. They did not believe other Catholic high schools in the area had such a comprehensive program.

Knight (2017) found that those who utilized the strategies and practices developed while working with an instructional coach saw a rise in student performance by 13%. Kraft et al. (2016) also found that teachers who participated in a coaching program revealed a positive result in student achievement. This study confirmed their work. New first-year teachers who participated in this study through either interview or completion of a questionnaire indicated that the influence of the coaching and mentoring program had an impact on their students' learning. Questionnaire data showed that 17 of 20 new first-year teachers reported seeing improvement in student learning. Eight of nine interviewed teachers reported a significant impact on their students' learning as a result of the new teacher's participation in the coaching program. When

teachers believe in their abilities, there is an impact on student achievement; therefore, it is crucial that coaches are experts in their field (Donohoo, 2016). However, the study stopped short of exploring how the new teacher perceived the influence of their coaching and mentoring. This study examined the perceptions of new first-year teachers at a Catholic high school in California. As one participant commented, "If I am confident, I am a better teacher. If I am a better teacher, my students' learning improves." Moreover, as one administrator remarked, "Confidence is the key to teacher and student success."

Kurz et al. (2017) stated that instructional coaching has become a universal practice in a variety of fields. The practice improves professional performance. However, the coaching of teachers has multiple approaches and unique elements. "This approach acknowledged that establishing true collaborative teams represented a major cultural shift, but it also got teachers excited–or at least curious–about the possibilities before they were required to make any changes" (Van Clay, Soldwedel, & Many, 2011). As one administrator suggested during the focus group meeting, implementing a training program fostered a more collaborative approach. Instructional coaches and mentors encourage relationship development to build a spirit of collaboration and trust (Marzano, 2017).

The findings of this study indicated that the participants perceived the influence of coaching and mentoring programs on their growth and performance in a private Catholic high school in California as significant. Boogren (2015) and Koki (2017) focused on the need for mentoring and coaching programs that emphasized teacher development to retain quality teachers better. Their studies were limited in scope and did not focus on Catholic high school programs. However, the data analysis from interviews, questionnaires, and the administrative focus group demonstrated that new first-year teachers at a Catholic high school in California

concur that coaching and mentoring programs influenced the teacher's growth and performance. The difference was found in the content of the programming. The programs discussed by Boogren (2015) and Koki (2017) focused on public schools and the insights of administrators. This study focused on the perception of the new first-year study. Focusing on the perceptions of the new teachers is essential because when new teachers have support, their potential to develop into master teachers significantly increases (Marzano, 2017).

As a contribution to educational research, this study revealed how new first-year teachers perceived the influence of coaching and mentoring programs. Participants in this study noted the significant influence of coaching and mentoring programs on their growth and performance, and their students' learning. Their program even within the faith-based nature of their school contributed to their success in the classroom. The greatest concern was for an improved administrative understanding of the goals of the program as well as a clear understanding of mentoring versus coaching. New first-year teachers reflected on collegial support, constructive feedback, and a variety of teaching strategies and practices. Coaching and mentoring programs should guide new first-year teachers through the process of understanding their role, the school climate and culture, and grow their knowledge and skill base. Participants shared how they reflected on their classroom development by working with their coach or mentor. They were able to explore new teaching techniques, discover a variety of classroom management styles, and learn how to assess and monitor their students' performance as well as improve their craft.

The focus of this research study was on the perceptions of new first-year teachers with regard to the influence of coaching and mentoring on their growth and performance, and their students' learning. Through in-depth interviews, questionnaire data, and the input of an administrative focus group, this study provided qualitative data to better understand how new

first-year teachers perceive the influence of their preparation and participation in the school's coaching and mentoring program. While some of the findings concurred with the research found in Chapter 2, much of the data focused on the new teacher perceptions. The participants confirmed the need for coaching and mentoring programs to meaningfully guide them through the first year of teaching at a private Catholic high school in California.

Limitations

With any research study the potential for problems or limitations may exist, however, limitations can also provide recommendations for further studies (Creswell, 2013). Data for this study came from a limited number of participants at one school site. The participants selected were best suited for the study. This study was limited to only the experiences and perceptions of a small sample of new first-year teachers from one school site at a Catholic high school in California. The accuracy of each participant's interview depended on his or her willingness to respond honestly and without reservations. Caution is suggested when generalizing about the findings of this study. To avoid this limitation, the sample size could have been increased. This explanatory case study could also explore the perceived influence of coaching and mentoring on new first-year teachers at other Catholic high schools in the same geographic region. Nevertheless, the purpose of this study was to explore how new teachers perceive the influence of coaching and mentoring programs.

Implication of the Results for Practice, Policy, and Theory

Current trends in education with teacher attrition especially in Catholic schools demonstrates the need to work more closely with new teachers (Chatlain & Noonan, 2013; NCEA, 2018). According to Carver-Thomas and Darling-Hammond (2017), schools that created effective mentorship programs with collaborative environments had greater retention rates.

Therefore, gaining a better understanding of the perceptions of new first-year teachers of the influence of coaching and mentoring programs may lead to better programming especially in Catholic high schools. The goal for coaching and mentoring programs to develop confident and knowledgeable educators who understand the Catholic faith is essential. Pope Francis further shared that Catholic values should be evident in the schools and there is a need to have qualified teachers in Catholic schools (Francis, 2014, 2015).

The case study method was selected to seek a greater understanding and gather data regarding new first-year teachers' perceptions of the influence of coaching and mentoring. This particular study was an exploratory study that may lead to more exhaustive research regarding coaching and mentoring. This case study examined new first-year teacher perceptions at one Catholic high school in California and was framed by Hersey's (1984) situational leadership model.

When developing instructional coaching and mentoring programs for new first-year teachers, the needs of the new teacher are a top priority. Using the constructs of organizational leadership most especially Hersey's (1984) situational leadership model, the data revealed that when school site leadership empowers new first-year teachers coaching and mentoring programs are perceived to significantly impact the growth and performance of the new teachers as well as impact students' learning. The study revealed that new first-year teachers have a positive perception regarding the influences of coaching and mentoring programs. With strong mentors and knowledgeable coaches, many of the new first-year teachers involved in the study indicated they had become confident and proficient. This finding demonstrates the value of the situational leadership model and the need for a strong relationship between a coach and a new teacher. As one new teacher shared, "The Mentor Program in place at my school was amazing.

Administration and teaching staff were closely involved in welcoming, assisting, and supporting

me. My mentor and I developed a strong bond. I felt valued." While during the focus group

discussion, a school administrator noted, "Each time I met with a new teacher there were items

of business to discuss, but I always made sure to connect with them on a personal level."

The constructs of Hersey's (1984) situational leadership model and the elements of

mentoring and coaching lend themselves to other leadership models such as Transformational

and Servant Leadership. Servant Leadership, a philosophy first espoused by Greenleaf (2003),

stated that servant leaders are servants first and leaders later. Such people have a natural

inclination to serve, and such a conscious choice inspires them to lead. This is in sharp contrast

to traditional leaders who aspire to lead only to gain power or to acquire material possessions. "A

servant leader focuses primarily on the growth and well-being of people and the communities to

which they belong…The servant leader shares power, puts the needs of others first, and helps

people develop and perform as highly as possible" (Servant Leadership, n.d., para. 5). To

achieve higher order thinking and truly practice servant leadership, one must experience growth

and renewal as well as encourage change when needed. The work of coaches and mentors focus

on the growth of new teachers. "Education and change are both, journeys, not necessarily

destinations, and we can choose to be passengers or drivers" (Reigeluth, 2006, p. 15). A leader

or instructional coach who reframes his or her worldview can better serve the new teacher as a

servant leader. Such adaptive change requires learning to define the problem and solution as

well as shifting values and beliefs (Linsky & Lawrence, 2011).

Transformational leadership inspires positive changes in those who follow. These leaders

are involved and focused on helping others succeed (Northouse, 2013). Transformational leaders

are enthusiastic and passionate; key qualities needed for instructional coaches and mentors. Not

only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well. Being a transformational leader, one must learn the art of effective communication (Linsky & Lawrence, 2011). The transformational leader takes their goals and visions and molds them into a form of communication to fit each of their followers individually, so as a result the followers are motivated and engaged (Northouse, 2013). Coaches and mentors must also be engaged in the teaching and learning of the new teachers they serve (Marzano, 2017). They encourage new teachers to be creative and innovative by engaging in careful problem solving and trying new approaches even if it means challenging their own beliefs and teaching strategies (Northouse, 2013). Transformational and Servant Leadership have a direct correlation to Hersey's earlier model of situational leadership. All three blend well into the role of instructional coaches and mentors.

Coaches and mentors who by following the constructs of situational, servant and transformational leadership vary their style to meet the needs of the new teacher created greater bonds with the new teacher. The study found that overwhelming new first-year teachers shared through interviews and questionnaire responses that a sense of genuine care and collaboration improved their performance and impacted their students' learning. Given these discoveries, this study may be helpful to instructional coaches, mentors, and school site administrators. Coaching and mentoring programs must foster collaborative relationships and develop teacher leaders who understand the facilitator role. New first-year teachers learn more and better instructional techniques in transformative environments. The study demonstrates the need for ongoing research in the area of coaching and mentoring. Based on this study and the scope of the data, these concepts merit further discussion and inclusion in training programs for new teachers at the diocesan level. The data may be helpful to not only retaining quality teachers but to developing

quality teachers. High-quality programs should be found at all Catholic high schools in California.

Recommendations for Further Research

This case study examined data from interviews and questionnaires from a small number of participants. The results indicated that the study could be expanded to a larger group of participants. A replication of this study may also consider a similar approach to sampling method with more participants representing other Catholic high schools in the geographic area. Such a study may lead to a more detailed case study. The study would add to the body of research regarding coaching and mentoring programs in Catholic high schools as well as provide educational leaders an opportunity to reflect upon and adjust how we prepare new first-year teachers.

To further expand this study, it may be beneficial to learn perceptions of instructional coaches and mentors regarding the influence of the program on new teachers' growth and performance as well as their students' learning. For example, programming methodologies could be explored. Additional research studies to consider would explore how to effectively provide new first-year teachers with adequate content knowledge as well as instructional strategies that can enhance their teaching. Coaches and mentors could provide insight into areas that need more development to programming such as classroom management or grading policies. Finally, the research focused on how administrative and teacher leaders can work collaboratively to create and foster deeper relationships with new first-year teachers. Ultimately, positive and effective school environments share common elements that contribute to success. One of these is the importance of encouraging, affirming relationships that improve the individual as well as the whole and help improve achievement at all levels (Hallowell, 2011).

Another approach to this study would be to expand the scope. Focus not just on one school in the diocese, but also on all three diocesan high schools. Further study may bring to light how other schools train, onboard, and mentor new first-year teachers. The study could set a course for more collaboration between the schools and better training for new teachers to the diocese. The study focus could center on elementary schools as well as high schools. Understanding how new teachers perceive their training could serve as a starting point for greater improvement across all diocesan schools.

Finally, future research should focus on the perceptions of veteran teachers regarding coaching and mentoring strategies that are designed to support new teachers in the classroom. Evaluating the reports of veteran teacher perceptions regarding the influence of coaching and mentoring could lead to improved programming. Greater understanding may also result from further study and understanding the perceptions of veteran teachers, gaining more insight into possible changes to coaching and mentoring programs.

Conclusion

The first year of teaching can be difficult (Carver-Thomas & Darling-Hammond, 2017). There are significant highs and lows. Mentoring and coaching new teachers can be difficult. Understanding the needs of the new first-year teacher, it not always straightforward (Marzano, 2017). This chapter focused on the data, analysis, conclusions, and implications from the single case study. The findings indicated that new first-year teachers perceived a positive influence of coaching and mentoring on their growth and performance and their students' learning. There were mixed sentiments concerning the role of administrators in the coaching and mentoring programs. The shared concern was the lack of a clear vision. The site administration often had a different understanding of the program than the instructional coach or mentor. The responses to

the questionnaire and semi structured interviews reflected the importance of understanding the perceptions of new first-year teachers as well as the role of coaching and mentoring to teacher development. The program was viewed as essential to new first-year teachers developing into effective teachers.

Given the findings of this study, there is a need for further research. There is a need for studies to continue to guide scholars to determine how to better utilize coaching and mentoring programs to have a significant impact on educators. Dialogue with new teachers needs to continue. It is hoped that this study will inspire a replication to expand this research. Charting the ever-changing world of education can better assist new teachers to find greater success. The best way to work toward success for teachers and coaches and mentors is using supports that are people driven: developing the professional learning for coaches and mentors, tackling the personal aspects of being a new teacher, building supportive relationships, and thinking strategically about teaching practice. Ultimately, an instructional coach or mentor is service-oriented and willing to establish a relationship with followers. The relationship is essential to help both coach and new teacher set and achieve beneficial goals.

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Research Study Title: New Teacher Perceptions of Mentoring and Coaching
on Teacher Growth at a Private Catholic School in California
Principal Investigator: Shawna L. Pautsch
Research Institution: Concordia University–Portland
Faculty Advisor: Nicholas Markette

Purpose and what you will be doing:
The purpose of this survey is to better understand new teacher perceptions of coaching and mentoring in Catholic schools. We expect approximately 10 volunteers. No one will be paid to be in the study. We will begin enrollment on February 1, 2018 and end enrollment on April 30, 2018. To be in the study, you will participate in an interview and/or complete a questionnaire. Doing these things should take less than an hour of your time.

Risks:
There are no risks to participating in this study other than providing your information. However, we will protect your information. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will only use a secret code to analyze the data. We will not identify you in any publication or report. Your information will be kept private at all times and then all study documents will be destroyed 3 years after we conclude this study.

Benefits:
Information you provide will help administrators and teacher leaders create better programing for new teachers entering Catholic schools. The hope is that future program better meets the needs of new teachers as well as equips them to work in a Catholic school environment. You could benefit this by giving your honest feedback.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information:
You will receive a copy of this consent form. If you have questions you can talk to or write the principal investigator, Shawna L. Pautsch at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

_____   _____
Participant Name   Date

_____   _____
Participant Signature   Date

_____   _____
Investigator Name   Date

_____   _____
Investigator Signature   Date

Investigator: Shawna L. Pautsch email: [redacted]
 c/o: Professor Nicholas Markette
Concordia University – Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix B: Interview Questions for New Teachers

1. How and where did you get your education?

2. Where did you do your student teaching?

3. How would you describe your onboarding process?

4. How would you describe your onboarding process?

5. Was anyone assigned to be a resource to you as you started your new job? How did they support you?

6. Do you have any stories or examples to share?

7. Ask about the dimensions of mentoring and coaching.

    a) How do you define mentoring?

    b) How do you define coaching?

    c) Based on your school's program which was utilized more?

    d) Describe how your mentoring experience helped you grow and develop professionally as a new teacher. If the mentoring experience did not help you grow professionally, please explain.

    e) What experience with mentoring has had the most impact on your classroom teaching? Student learning? What aspects of the mentoring relationship were particularly helpful to you?

    f) How has mentoring improved your performance in the classroom?

    g) To what extent did the mentoring program provide you with the belief that you were being supported professionally? In other words, as a new teacher did you have the perspective or viewpoint that the mentoring program provided you with professional support?

h) To what extent did the instructional coaching model provide you with the belief that you were being supported professionally? In other words, as a new teacher did you have the perspective or viewpoint that the instructional coaching model provided you with professional support?

i) How often do you seek assistance from an instructional coach?

j) What experience with mentoring has had the most impact on your classroom teaching? Student learning?

k) What experience with coaching has had the most impact on your classroom teaching? Student learning?

l) To what extent and how committed were you to applying what you learned from your coaching/mentoring experiences?

m) Please describe several examples of what you learned from coaching/mentoring experiences and how you applied them in your classroom? How did these experiences impact student learning?

n) What frustrations have you experienced from mentoring/coaching? Please describe how you were able to overcome these frustrations or barriers.

o) question, it was de-constructed into several sub-questions.

p) How do new teachers perceive the influence of coaching on their growth in a private Catholic high school?

Thank individuals for participating in this interview. Assure of confidentiality of responses and potential future interviews.

Appendix C: Interview Questions for Focus Group

1. As administrators, how do you define coaching/mentoring on your campus? Is the school's program more mentoring or coaching for first-year teachers?

2. What tools or forms were developed as a result of the instructional coaching model? For example, do ICs create a teacher-mentoring action plan with new teachers?

3. Describe how instructional coaches/mentors are prepared or trained to assist new or struggling teachers.

4. Describe how instructional coaches/mentors provide professional support to new teachers. For example, do instructional coaches provide demonstration lessons for new teachers?

5. Describe how the instructional coaching/mentoring model will provide new teachers with the belief that they are being supported professionally?

6. How often do new teachers seek assistance from an instructional coach/mentor?

7. Describe any training the instructional coaches/mentors received?

8. What has been the impact of the school's mentoring/coaching program on new teachers' growth and performance? Students' learning?

Thank individuals for participating in this interview. Assure of confidentiality of responses and potential future interviews.

Appendix D: Coaching & Mentoring Questionnaire

Coaching & Mentoring Questionnaire

The purpose of this questionnaire is to better understand new teacher perceptions of coaching and mentoring in Catholic schools.

Thank you for your time and assistance.

1. Number of years teaching
2. Have you taught previous to this assignment?
3. Have you taught at a Catholic school prior to this assignment?
4. Prior to this teaching assignment, did you student teach?

Please indicate the extent to which you agree or disagree that the following are goals of

beginning teacher induction and mentoring programs at this Catholic school.

Strongly Agree   Disagree

Agree   Strongly disagree

Neither agree nor disagree

5. Orient beginning teachers to the school's policies/procedures

6. Assist beginning teachers with managing the stress of the first year of teaching

7. Orient beginning teachers to the mission of Catholic schools

8. Retain effective beginning teachers

9. Improve the teaching performance of beginning teachers

10. Improve student learning

11. Integrate beginning teachers into the school's culture

    Please respond using your own experiences.

12. How would you describe your onboarding process?

13. How would you define mentoring?

14. How would you define instructional coaching?

15. Was anyone assigned to be a resource to you as you started your new job? How did they

    support you?

Appendix E: Site Approval

Re: Dissertation Request

Shawna:

Happy Feast of Christ the King!

Of course, you have my permission to conduct your case study with [redacted] teachers, administrators and whoever you feel you need to talk to. Please let [name redacted] and [name redacted] know in case you need their help too. Let me know what you need and you will have it.

Have a good remainder of weeks before Christmas. Does [redacted] take finals before vacation?

[name redacted]

[redacted] email is for the designated recipient only and may contain privileged or otherwise private information. If you have received an email in error, please notify the SMHS.org sender immediately or our helpdesk at [redacted] and delete the original. Any other use of the email by you is prohibited.

_____
From: Shawna Pautsch [redacted]

Sent: Sunday, November 26, 2017 9:55 AM
To: [name redacted]
Subject: Dissertation Request

Dear [name redacted],

I hope this email finds you well and rested after the Thanksgiving holiday. As you know, I am a doctoral student at Concordia University–Portland. I am writing my dissertation tentatively titled New Teacher Perceptions of Mentoring and Coaching on Teacher Growth at a Private Catholic School in California under the direction of my dissertation committee chaired by [name redacted]. I would like to request your permission to conduct my study at [redacted]. The case study requires interviewing new teachers who would be willing to participate as well as conducting a focus group with site administrators and instructional coaches. I would be happy to meet with you to further discuss the parameters of the study as well as any other questions.

Thank you for your time and consideration.

Deepest Gratitude,

Shawna

Shawna L. Pautsch, M.A.

Head of School
[redacted]
[redacted]

       The information contained in this communication may be of a sensitive nature and is considered confidential. This information is intended only for use by the addressee and is the property of [redacted]. Unauthorized use, disclosure, or reproduction of this communication, or any part thereof, may be unlawful. If you have received this communication in error, please notify me immediately by return email.

Appendix F: Excel Word Frequency

Word	Length	Count	Weighted Percentage (%)
mentoring	9	129	3.09
change	6	542	2.31
act	3	538	1.96
content	7	413	1.75
support	7	278	1.70
organized	9	337	1.69
communication	13	388	1.60
knowledge	9	361	1.59
education	9	296	1.40
teaching	8	234	1.39
professionally	14	124	1.37
job	3	215	1.37
work	4	217	1.31
teacher	7	103	1.22
process	7	195	1.02
make	4	337	1.01
coaching	8	105	0.99
information	11	235	0.96
much	4	48	0.96
help	4	175	0.93
ideas	5	202	0.92
group	5	160	0.90
assigned	8	53	0.88
concepts	8	149	0.83
whole	5	125	0.79
provide	7	98	0.77
point	5	137	0.76
give	4	217	0.72
think	5	245	0.71
student	7	44	0.70
better	6	169	0.66
learning	8	148	0.64
needed	6	54	0.62
frustrations	12	21	0.62
year	4	38	0.61
happened	8	159	0.60
department	10	56	0.60
originally	10	81	0.57
constructive	12	152	0.54
positive	8	116	0.52
profession	10	117	0.52
vision	6	20	0.52
experience	10	103	0.51
aspects	7	38	0.51

Word	Length	Count	Weighted Percentage (%)
belief	6	104	0.50
strategies	10	18	0.50
evaluative	10	117	0.48
monthly	7	17	0.47
resource	8	106	0.47
meetings	8	48	0.47
good	4	89	0.46
new	3	57	0.46
onboarding	10	15	0.46
program	7	93	0.44
instructional	13	43	0.44
utilized	8	112	0.44
improved	8	65	0.42
affirmation	11	26	0.42
objectives	10	79	0.41
develop	7	65	0.38
relational	10	63	0.35
competent	9	30	0.34
presented	9	134	0.34
implement	9	68	0.33
determine	9	108	0.32
overcome	8	47	0.32
necessary	9	29	0.32
practice	8	45	0.32
grow	4	76	0.32
depends	7	31	0.32
understanding	13	75	0.32
performance	11	113	0.31
impact	6	71	0.30

Appendix G: NVivo Word Frequency Results

Word	Length	Count	Weighted Percentage (%)	Similar Words
mentoring	9	129	3.09	mentor, mentored, mentoring
change	6	542	2.31	acclimate, adapt, address, advance, appreciate, approach, assist, back, balance, become, beginning, better, brand, build, career, change, changed, changes, check, clarify, clear, closure, come, coming, concrete, connection, content, crumble, culture, delivery, describe, develop, difference, even, evolve, exit, experience, feel, felt, find, focus, follow, following, get, give, going, grow, help, hold, hurt, impact, implement, improve, improvement, influence, infuse, introduction, know, let, level, listen, lot, make, mark, open, opening, part, people, perfect, piece, point, prepare, process, provide, push, put, ready, realize, receive, resolve, roll, scale, school, see, separate, set, speed, start, step, stick, still, subject, take, teach, think, time, touch, transition, try, utilize, visit, walk, waste, work
someone	7	333	2.17	assistant, bachelor, balance, broad, capo, catholic, chair, coach, colleague, connection, cousin, day, educator, expert, explorer, failure, France, general, great, guide, help, individual, individuals, James, job, lot, love, major, mark, master, member, mentor, minor, model, official, person, personality, personalized, principal, professional, Scott, self, somebody, student, Teresa, trainer, Villa, worker

Word	Length	Count	Weighted Percentage (%)	Similar Words
act	3	538	1.96	act, address, administration, affirmation, answer, approach, art, ask, assessment, assist, assistance, attention, best, build, career, challenge, chance, change, channel, check, class, closure, commitment, communication, continue, cope, corrections, course, coursework, craft, create, deal, delivery, difference, direction, discovery, education, encouragement, entering, evaluation, exit, failure, final, find, follow, frustration, game, get, getting, give, giving, going, grading, groundwork, group, guidance, hand, help, hold, impact, implementation, induction, influence, instruction, introduction, job, leadership, let, looking, make, making, management, meeting, model, observation, offer, offering, orientation, part, path, performance, place, portion, practice, process, profession, push, questioning, risk, role, roll, second, see, seek, set, share, situation, speak, start, starting, step, support, supporting, take, taking, talk, teaching, thing, touch, training, try, use, visit, walk, waste, way, wings, wish, word, work, works
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
content	7	413	1.75	address, advance, advice, affirmation, answer, approach, area, belief, challenge, comment, commitment, confidence, content, culture, curriculum, deal, direction, education, encouragement, engineering, example, experience, faith, feedback, field, guess, guidance, guide, hand, idea, info, information, instruction, introduction, learning, lesson, love, major, meaning, model, news, observation, offer, offering, overview, part, passion, philosophy, plan, point, problem, profession, program, purpose, question, science, sense, style, subject, sum, teaching, technology, thing, thought, touch, understanding, value, welcome, whole, wish, word
support	7	278	1.70	accompanied, advance, affirmation, affirmed, assist, assistance, assistant, assisting, assists, attend, back, backup, based, bridge, chair, check, encourage, encouraged, encouragement, groundwork, guide, help, helped, helpful, helping, helps, hold, look, mark, model, provide, second, see, step, support, supported, supporting, supportive
organized	9	337	1.69	assistant, community, connection, corporate, ear, established, expert, failure, faith, game, grading, guide, hands, help, individual, integrated, prepare, prepared, professional, school, Scott, self, somebody, someone, staff, state, student, subject, system, trainer, university, worker
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
communication	13	388	1.60	address, advice, advise, affirmation, answer, apply, art, ask, belt, brand, challenge, channel, check, clarify, coach, comment, commitment, common, communication, community, content, continue, conversation, curriculum, day, delivery, describe, develop, direction, encouragement, explain, fear, final, France, get, give, giving, guess, guidance, hand, hold, info, information, instruction, interview, introduction, James, learn, lesson, level, mark, masters, meaning, mentor, mow, news, offer, offering, piece, place, point, prepare, program, question, scale, Scott, sense, share, speak, staff, start, step, style, subject, talk, teach, tell, thing, time, touch, understanding, visit, want, wish, word, words
knowledge	9	361	1.59	ability, area, art, attention, attitude, background, belief, check, content, craft, culture, direction, education, example, experience, experienced, faculty, faith, field, general, hand, history, idea, induction, influence, information, knowledge, leadership, learning, level, love, meaning, model, observation, open, orientation, passion, perspective, philosophy, place, plan, point, practice, problem, process, program, purpose, science, sense, set, specific, subject, sum, system, thinking, thought, understanding, viewpoint, vision

Word	Length	Count	Weighted Percentage (%)	Similar Words
education	9	296	1.40	coach, develop, developing, education, educator, experience, informative, informed, instruction, learned, learning, lesson, master, prepare, prepared, principal, school, talk, teacher, teaching, training
teaching	8	234	1.39	class, coach, course, develop, education, educator, infuse, instruction, instructional, learn, learned, learning, lesson, mentor, orientation, prepare, talk, teach, teaching
professionally	14	124	1.37	coach, educator, master, masters, principal, professional, professionally, teacher
job	3	215	1.37	career, chair, coaching, craft, education, engineering, game, instruction, job, place, problem, profession, situation, teaching, technology, walk, work
work	4	217	1.31	act, answer, arsenal, assist, attention, coaching, coursework, going, guess, healthcare, help, influence, influences, job, make, making, model, part, place, practical, resolve, risk, role, roll, staff, still, take, tell, use, work, worked, working, works
teacher	7	103	1.22	coach, teacher, teachers
process	7	195	1.02	advance, assessment, attention, awareness, backup, career, chance, change, closure, connection, crossover, culture, defining, developing, ear, education, feedback, growth, impact, influence, know, learning, performance, prepared, procedures, process, progressed, push, set, style
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
make	4	337	1.01	act, brand, build, clear, clearly, constructive, craft, create, created, creates, determine, develop, established, evolve, find, follow, found, get, give, help, hurt, influence, make, making, mark, model, organize, overcome, piece, place, plan, prepare, prepared, program, put, ready, realize, scale, see, set, shame, short, start, stencil, style, support, take, takes, taking, think, time, work
coaching	8	105	0.99	coach, coached, coaches, coaching, management, training
information	11	235	0.96	advise, background, check, clarify, clear, coach, comment, common, confidence, conversation, curriculum, describe, develop, example, explain, fear, general, give, induction, info, informal, information, informative, informed, infuse, introduction, learn, mark, mentor, moment, news, observation, offer, point, prepare, program, roll, specific, talk, teach, tell, ticket, word, worry
much	4	48	0.96	lot, much, often, practical, practice, practices
help	4	175	0.93	assist, assistance, assistant, assisting, assists, attend, available, backup, encouragement, hand, help, helped, helpful, helping, helps, look, piece, portion, see, support
ideas	5	202	0.92	beginning, belief, example, guess, idea, ideas, kind, meaning, middle, model, part, plan, program, strategy, sum, system, teacher, thing, thought, value, way, whole
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
assigned	8	53	0.88	advance, assigned, deal, example, lesson, place, portion, prep, put, second, share
concepts	8	149	0.83	beginning, brand, concepts, constructive, given, groundwork, kind, like, make, middle, model, multiple, one, part, point, style, sum, teacher, thing, value, way, whole
whole	5	125	0.79	approach, area, art, balance, bridge, build, connection, course, door, entire, exit, extra, felt, field, good, guide, implement, individual, level, master, nature, one, opening, path, person, phoenix, piece, scale, somebody, someone, stencil, step, sum, system, thing, way, ways, well, whole, working
provide	7	98	0.77	allowed, answer, articulate, connection, give, help, offer, offered, offering, open, provide, provided, providing, set, staff, step, ticket
point	5	137	0.76	address, back, beginning, deep, degrees, direction, extent, first, focus, high, job, left, level, mark, meeting, middle, moment, place, point, second, situation, start, time, tips, viewpoint, work
give	4	217	0.72	advance, answer, apply, applying, articulate, back, check, commitment, committed, deal, established, get, give, gives, giving, hand, hands, help, hold, let, look, lot, make, making, offer, offering, open, opening, place, portion, presented, provide, put, set, share, spend, staff, step, stress, support, thank, ticket, touch, waste, word
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
think	5	245	0.71	appreciate, assess, believe, class, deal, fear, feel, find, focus, give, guess, hold, idea, know, like, listen, make, mark, meaning, offer, organize, place, plan, process, program, purpose, puzzle, question, receive, resolve, see, separate, take, think, thinking, thought, time, try, value, worry
student	7	44	0.70	james, major, master, student, students, undergrad
really	6	24	0.68	actually, real, really, truly
better	6	169	0.66	advance, become, best, better, build, develop, help, improve, improved, improvement, improves, improving, major, perfect, piece, point, prepare, school, set
learning	8	148	0.64	check, checked, checking, determine, education, find, know, knowledge, learn, learned, learning, practice, prepare, school, see, take, takes, taking, watch, watched, watching, work
needed	6	54	0.62	ask, involved, lack, motivated, necessary, need, needed, needs, passion, required, requirement, take, takes, taking, want, wanted, wanting, wants
frustrations	12	21	0.62	frustrated, frustrating, frustration, frustrations
year	4	38	0.61	class, classes, day, days, year, years
happened	8	159	0.60	advance, approach, background, beginning, bit, chance, change, come, deal, delivery, develop, difference, entering, example, exit, experience, failure, give, going, growth, happened, hurt, impact, improvement, thing, time, touch, transition, vision
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
department	10	56	0.60	corrections, department, going, part, quite, start, started, starting, starts
originally	10	81	0.57	earlier, first, new, originally, people, sept
constructive	12	152	0.54	area, box, bridge, classroom, closure, college, constructive, door, engineering, groundwork, guide, hold, level, mow, positive, rooms, school, still, support, university, villa, ways, works
positive	8	116	0.52	address, attention, attitude, back, balance, chair, confident, constructive, develop, direction, even, first, formal, hold, leadership, left, level, middle, organize, orientation, place, point, positions, positive, put, second, set, shame, shoes, short, situation, situations, state, step, take, terms, third, viewpoint, way
profession	10	117	0.52	education, engineering, instruction, lesson, profession, professional, teaching, technology
vision	6	20	0.52	phoenix, Santa, vision
experience	10	103	0.51	come, experience, experienced, experiences, feel, find, get, getting, hold, know, receive, received, see, take, time, vision
aspects	7	38	0.51	aspects, background, department, hand, vista
get	3	145	0.50	address, amazing, apply, become, beginning, clear, come, coming, course, crossover, encourage, feel, find, get, getting, give, going, implement, influence, let, make, making, process, puzzle, realize, receive, received, shame, share, start, started, starting, starts, stick
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
belief	6	104	0.50	belief, faith, feel, idea, impressive, philosophy, teaching, thought
strategies	10	18	0.50	game, strategies, strategy
also	4	16	0.49	also
always	6	16	0.49	always, constantly
evaluative	10	117	0.48	appreciate, assess, believe, challenge, clear, develop, doubt, evaluated, evaluation, evaluative, feel, find, grading, guess, hold, know, like, make, mark, place, push, receive, see, think, try, understand, value
monthly	7	17	0.47	August, July, June, May, month, monthly, Sept
resource	8	106	0.47	assistance, help, resource, resources, support
going	5	160	0.47	address, advance, approach, back, bridge, career, change, check, clear, come, continue, course, exit, follow, going, make, offer, offered, offering, open, process, push, roll, scale, school, see, seek, set, sounds, speed, spelled, step, take, walk, well, work
meetings	8	48	0.47	answer, filled, group, just, meeting, meetings, receive, received, see, stick, touch, visit
good	4	89	0.46	better, change, depends, effective, effectively, expert, good, great, honest, honestly, practical, practice, practices, safe, second, seriously, skills, sounds
new	3	57	0.46	inexperienced, late, new
margarita	9	15	0.46	Margarita
onboarding	10	15	0.46	Onboarding
late	4	58	0.45	deep, late, later, new
others	6	56	0.44	new, others, separate
based	5	41	0.44	based, build, established, found, groundwork, meaning, supported, third
program	7	93	0.44	curriculum, explorer, game, job, news, plan, plans,
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
instructional	13	43	0.44	address, closure, direction, informal, information, informative, informed, instruction, instructional, style
utilized	8	112	0.44	address, apply, applying, engineering, give, help, implement, practice, purpose, put, role, share, take, technology, use, used, using, utilize, utilized, waste, work
improved	8	65	0.42	additional, better, improve, improved, improvement, improves, improving
things	6	97	0.42	area, back, bit, change, channel, content, couple, deep, must, necessary, need, part, piece, process, requirement, small, subject, system, thing, things, want
affirmation	11	26	0.42	affirmation, affirmed, hold, positive, profession, take, tell, yes
objectives	10	79	0.41	area, beginning, belt, bit, challenge, concrete, course, deep, Doris, extra, field, focus, good, growth, hold, lot, love, making, Maria, ness, objectives, opening, outside, part, passion, path, piece, place, point, portion, real, sum, Taiwan, thing, valley, way, whole
develop	7	65	0.38	advance, build, check, culture, develop, developing, evolve, find, grow, growth, improved, make
part	4	137	0.38	area, back, backup, balance, beginning, belt, bit, brand, bridge, context, Doris, hand, hold, making, Maria, member, middle, mow, open, outside, part, piece, place, point, portion, process, role, saw, scale, separate, small, style, support, system, word, worry
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

Word	Length	Count	Weighted Percentage (%)	Similar Words
take	4	90	0.35	address, channel, clear, deal, deals, define, determine, direction, engaged, engaging, field, filled, follow, get, hired, hold, level, mark, piece, place, point, receive, roll, scale, selected, set, stick, take, takes, taking, touch, training, try, use, welcome
relational	10	63	0.35	balance, bridge, communication, community, connection, cousin, direction, hold, member, orientation, part, place, point, portion, relational, relatively, resource, scale, share, speed, sum, things, way, word
competent	9	30	0.34	able, competent, develop, effective, exit, field, place, start, touch, walk
implement	9	68	0.33	apply, applying, bit, give, helpful, implement, implementation, practice, saw, smoother, staff, step, stick, style, way, wings
determine	9	108	0.32	clear, define, determine, field, follow, guide, influence, observed, purpose, resolve, set, step, stick, support, take, try
overcome	8	47	0.32	best, better, master, masters, overcome, overwhelming, shame
necessary	9	29	0.32	must, necessary, need, needed, required, requirement, want
practice	8	45	0.32	apply, applying, commitment, committed, experienced, follow, practical, practice,
grow	4	76	0.32	advance, build, come, culture, develop, developing, evolve, find, follow, get, getting, give, grow, growth, make, originally, raised
Word	**Length**	**Count**	**Weighted Percentage (%)**	**Similar Words**

area	4	60	0.32	area, areas, box, classroom, clear, door, engineering, field, hold, middle, open, place, safe, see, well
depends	7	31	0.32	certain, depends, faith, honest, honestly, supported, sure, tried
understanding	13	75	0.32	answer, appreciate, clear, clearly, deal, discovery, find, focus, follow, get, guess, hold, perceive, realize, resolve, see, sense, take, tell, touch, understand, understanding, understands, work
performance	11	113	0.31	act, bit, extra, follow, give, make, part, performance, practice, principal, program, role, Scott
impact	6	71	0.30	belt, impact, impacted, impactful, impacts, influence, process, put, subject, touch, work
mark	4	54	0.30	brand, check, checked, checking, define, describe, grading, mark, point, start, step, ticket
methods	7	74	0.30	methods, organized, program, system
want	4	41	0.29	lack, lacked, like, missing, please, seek, sought, want, wanted, wanting, wants, wish
school	6	74	0.29	education, educator, high, school, tech, training
advise	6	74	0.29	advise, best, better, informed, push, think, well
extent	6	24	0.29	area, extent, place
like	4	36	0.28	like, love, please, probably, similar, wish
influence	9	103	0.28	determine, impact, influence, influences, support, time, use

Appendix H: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of

scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

Shawna L Pautsch
_____
Digital Signature

Shawna Lee Pautsch
_____
Name (Typed)

April 5, 2019
_____
Date