



Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program

Executive Summary and Evaluation Report

January 2009

Submitted to:
Texas Education Agency



Submitted by:
ICF International
10530 Rosehaven Street
Suite 400
Fairfax, VA 22030-2840

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Executive Summary

The first year of teaching is a “make or break” time; often referred to as a “trial by fire” or “sink or swim” experience, this time period can be spent in isolation, leaving the novice teacher to navigate a system they may not be familiar with or thoroughly understand (Johnson & Birkeland, 2003, as cited in Smith & Ingersoll, 2004, p. 682; Kauffman, Johnson, Karos, Liu, & Peske, 2002, as cited in Smith & Ingersoll, 2004, p. 682; Southwest Educational Development Laboratory, 2000). The transition into the teaching profession can be a challenging experience for the beginning teacher. Approximately 30% of all beginning teachers either move to a different campus or leave teaching at the end of their first year (Smith & Ingersoll, 2004). The U.S. Department of Education (as cited in American Federation of Teachers, 1998) reported that nine percent of new teachers may not even make it to the end of their first year and research cited by Smith & Ingersoll (2004) finds that up to 50% of new teachers leave the profession within 5 years of entering the classroom.

Teacher turnover is evident throughout the profession, not only among beginning teachers. According to the U.S. Department of Education’s Teacher Follow-up Survey¹, of the more than 3 million public school teachers in the profession during the 2003–04 school year, 84% remained at the same campus (“stayers”), 8% moved to a different campus (“movers”), and another 8% left the profession at the beginning of the next school year (Marvel, Lyter, Peltola, Strizek, & Morton, 2007). In Texas, the state’s Legislative Budget Board and the Governor’s Office of Budget Policy and Planning list the state turnover rate for teachers in Fiscal Year (FY) 2008 at 16.6%. Whisnant, Elliott, & Pynchon (2005) cite a current trend of providing “sustained and purposeful professional support” to beginning teachers as critical to their retention in the teaching workforce.

Beginning teacher induction programs have increased in an effort to provide beginning teachers with support and encourage them to remain in the classroom. Induction programs, which often include a mentoring component, are designed to ease the beginning teacher’s transition, while also providing professional development opportunities to build knowledge and skills. In 1990–91, only 40% of new teachers experienced some type of induction program, compared to more than 80% of new teachers today (American Association of State Colleges and Universities, 2006). In addition to being implemented as a strategy for keeping teachers in the profession, teacher induction programs that frequently incorporate mentoring are being used with the goals to improve teacher quality, meet national curriculum standards, and promote higher student achievement (American Association of State Colleges and Universities, 2006).

Beginning Teacher Induction and Mentoring Program

In an effort to increase retention of beginning teachers, the Texas Legislature (80th Texas Legislature, General Appropriations Act, Rider 73) authorized and funded the Beginning Teacher Induction and Mentoring (BTIM) program with appropriations in FY 2008 and FY 2009. The first appropriation (\$15 million) funded 50 Cycle 1 grantee school districts distributed among approximately 470 campuses for use in the 2007–08 and 2008–09 school year.² The overall

¹ The Teacher Follow-up Survey is a sample of teachers who participated in the Schools and Staffing Survey conducted during the 2002–03 school year. This survey aims to calculate teacher attrition and mobility rates among U.S. school teachers teaching grades K–12, and describe characteristics of those teachers who leave and stay in the profession (Marvel, Lyter, Peltola, Strizek, & Morton, 2007).

² BTIM Cycle 2 grantees were funded from a 2008 appropriation of \$15 million and began induction and mentoring programs in the 2008–09 school year.

goals of the BTIM program are to: (a) increase beginning teacher retention, (b) improve beginning teacher performance, and (c) improve overall student achievement. The program also works to provide support and training to mentor teachers and administrators.

BTIM Cycle 1 grants targeted school districts and open-enrollment charter schools with high rates of teacher attrition, high percentages of beginning teachers, high rates of teaching outside the field of certification, or high rates of beginning teachers in Texas Teacher Shortage Areas, which includes those subject and geographic areas identified by the Texas Education Agency (TEA) and the U.S. Department of Education as lacking sufficient numbers of educators. BTIM Cycle 1 grants required the districts to provide a minimum of a 20% financial match (based on total grant funding). Program funds could be used for professional development and support and training for mentor teachers. These funds also could be used to provide teacher stipends for participating mentors, substitute teacher pay and other resources to allow mentor teachers to devote time during the school day to observe and work with their beginning teachers. Although funds could not be used for administrator training, grantees' matching contributions could be used to fund this required activity.

Although all BTIM grantees were not required to use the same mentor training program, the grant stipulated that they implement TEA-approved programs that utilized adult learning strategies and prepared the mentor to assist their beginning teacher in classroom management, instructional pedagogy, student achievement, and collecting and analyzing data.

Mentor teachers were required to meet with their beginning teacher on a weekly basis, commencing at teacher orientation. The mentors were required to observe and assess their beginning teacher in the classroom. These observation sessions were an opportunity to guide the one-on-one time between the mentor and beginning teacher, allowing the mentor teacher to provide their beginning teacher with feedback and offer strategies for improvement. The beginning teachers worked with their mentor to develop improvement plans to help meet professional standards. Additionally, grantee campuses were asked to support mentor teachers through regularly scheduled meetings with administration staff.

BTIM Evaluation

The Texas Education Agency (TEA) contracted with ICF International (ICF) and its partner SPS Consulting Group Inc. to conduct a statewide evaluation of BTIM Cycle 1 program implementation and outcomes.³ For this evaluation, the ICF team addressed TEA's five major objectives:

- Describe and evaluate the selection, support, and training of mentor teachers,
- Evaluate the quality of the match between mentors and beginning teachers, and the degree to which this influences student achievement,
- Evaluate the effectiveness of the BTIM program on increasing retention of beginning teachers,
- Evaluate the training and support of campus administrators related to the BTIM program, and
- Evaluate the sustainability and cost of BTIM programs implemented by Cycle 1.

The evaluation also investigated two additional evaluation questions: (a) was BTIM participation a substantively different experience for teachers in their first career who obtained certification

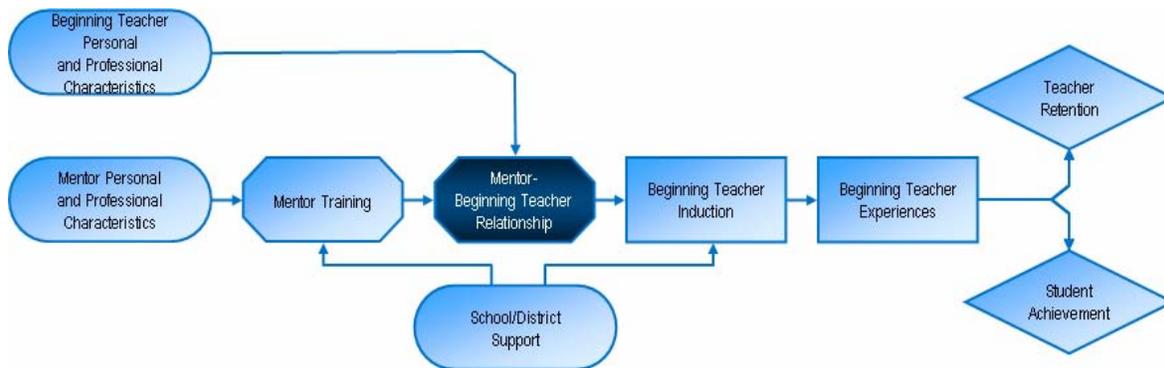
³ BTIM Cycle 2 grantee data was not available by the time of this report submission. As a result, this report focuses exclusively on BTIM Cycle 1 programs.

through traditional routes (e.g., college/university undergraduate certification programs), rather than those beginning teachers coming from a different career path and certified through an alternative certification program (ACP), and (b) what was the impact of participating in the mentor program on mentor teachers' job satisfaction.

Evaluation Framework and Data Sources

To systematically evaluate the implementation and outcomes from the 2007-08 implementation of the BTIM program, the evaluation team developed a logic model (see Figure 1) to guide the collection, analysis and interpretation of BTIM data. The mentor-beginning teacher relationship is at the core of the BTIM program logic model. Mentor training is influenced by mentor characteristics and campus-level support. Both mentor training and beginning teacher characteristics influence the mentor-beginning teacher relationship. This relationship, as well as campus support, influences beginning teacher induction and subsequent experiences as a teacher. These combined experiences affect the outcomes of beginning teacher retention and student achievement. In each of these key areas, the ICF team collected data to inform the assessment of the BTIM program.

Figure 1: BTIM Evaluation Logic Model



The evaluation of the BTIM program employed a mixed-methods design, using both quantitative and qualitative data to construct a comprehensive picture of the BTIM program. The evaluation relied on both existing data (i.e., BTIM grant applications, Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), and Texas Assessment of Knowledge and Skills (TAKS) and new data collection (i.e., online surveys of administrators, mentors and beginning teachers; case studies).

Findings from BTIM Grantees

The evaluation findings focus on the key aspects of BTIM program development and implementation as well as the program's relationship to teacher retention and student achievement. The ICF team also provides information related to job satisfaction and the relationship between certification route and other outcomes including job satisfaction and

attitudes towards remaining in teaching. Finally, the evaluation provides insights into the cost and sustainability of campus mentoring programs.

Selection, Support and Training of Mentor Teachers

The ICF team examined the selection of mentor teachers for participation in the BTIM program and the campus-level supports provided for mentors as well as the mentor perceptions of effectiveness of, and satisfaction with, their mentor training.

Demographic information about mentor teachers accessed from PEIMS for the 2007-08 school year revealed:

- The majority of mentors (72%) held Bachelor's degrees and 27% held a Master's degree or doctorate,
- Seventy percent of mentors had six or more years of teaching experience, and
- Mentors were predominately White (60%) and female (80%).

Campus administrators provided information about the selection of mentor teachers for participation in the BTIM program. The characteristics that guided mentor selection included:

- A demonstrated ability to model best practice instructional strategies,
- The ability to work collaboratively,
- Accessibility and responsiveness to the concerns, progress, and questions of new teachers,
- Demonstrated effectiveness in ensuring high levels of achievement for all students, and
- Good communications skills.

Summary site visit data illustrate that principals often approached mentor teachers and asked them to participate in the program. Additionally, while administrators did not rate experience teaching the same subject area as a key component in making mentor-beginning teacher matches, site visit data revealed that mentors and beginning teachers thought it was important.

The majority of mentors (82%) reported that meetings between mentors and beginning teachers were scheduled individually by the parties involved. Mentor teachers also indicated their campus administration facilitated their contact with beginning teachers by providing release time for observations (62%) and allowing common planning/ preparation time (44%).

Mentors were asked to rate the effectiveness of their training programs and their satisfaction with the training provided. Overall, mentor teachers had positive perceptions of the mentor training:

- Over 75% of the mentors rated their mentor training as "excellent" or "good."
- Over 60% found the training to be helpful in their role as a mentor.

Mentors were also asked about the content provided to them in the mentor training. The mentor training content designed to help beginning teachers establish effective teaching practices focused on:

- Classroom management,
- Instructional techniques,
- Assessment strategies,
- Motivation of student learning, and

- Professional development for beginning teachers.

The content pertaining to effective mentoring strategies focused on:

- Establishing a positive relationship with a beginning teacher and
- Providing constructive feedback.

Site visit data indicate that mentors would have liked more information or direct instruction about their responsibilities as mentors and the required paperwork.

Mentor-Beginning Teacher Relationship

The ICF team examined beginning teacher and mentor teacher survey responses regarding the mentor-beginning teacher relationship. Generally, both the mentors and the beginning teacher spent time and energy cultivating their relationships. Mentors and beginning teachers met frequently throughout the school year, usually once a week.

The evaluation survey results indicate that teachers, both mentors and beginners, rated their relationships favorably:

- Over half of the mentors (68%) and beginning teachers (64%) described their BTIM professional mentoring relationship as “excellent,” with less than 10% describing their relationships as “poor.”
- The site visit data support these findings and indicate strong relationships developed between the mentor-beginning teacher pairs.

The surveys and site visit findings also revealed that the majority of mentors and beginning teachers found that their BTIM mentor relationship helped beginning teachers adapt to their campuses:

- The majority of mentors (93%) reported that they helped the beginning teachers learn campus policy and classroom management. Seventy percent of beginning teachers reported that the mentor helped them learn campus policy and 78% reported receiving guidance on classroom management
- Both mentors and beginning teachers reported that the mentors helped beginning teachers develop their professional skills by:
 - ◆ Providing constructive feedback (97% of mentors and 85% of beginning teachers),
 - ◆ Providing tips on instructional techniques (95% of mentors and 89% of beginning teachers) and effective classroom management strategies (93% of mentors and 78% of beginning teachers), and
 - ◆ Helping with lesson planning (74% of mentors and 62% of beginning teachers).
- The majority of mentors (98%) reported a willingness to learn new teaching strategies from beginning teachers.
- The majority of mentors (94%) and beginning teachers (79%) reported that mentors provided emotional support and 90% of mentors and 84% of beginning teachers indicated that the mentor acted as a sounding board for difficult teaching problems.
- Eighteen percent of beginning teachers reported that their mentors did not help them to find professional development activities and 15% of beginning teachers reported that their mentors did not prepare them for performance appraisals.

- Many mentors commented during the site visits that they noticed an improvement in their beginning teachers' classrooms over time, especially around classroom management.

Mentors and beginning teachers shared common perceptions of the barriers and facilitators of the mentor-beginning teacher relationship:

- Similar beliefs, professional roles, personalities, and classroom practices were reported as facilitators to the mentor-beginning teacher relationship. According to evaluation survey findings, mentors and beginning teachers differed somewhat in their beliefs about teaching and learning. Both mentors and beginning teachers tended to agree with constructivist beliefs while beginning teachers reported higher agreement on traditional beliefs than did mentors.⁴
- Open communication and the development of a trusting relationship also were identified as keys to the relationship's effectiveness; the importance of these factors was reinforced by interviews and focus groups with mentors and beginning teachers.
- Logistical issues (e.g., lack of time to meet), professional assignment differences (e.g., grade level taught), and differences in classroom activities, beliefs, and personalities were identified as barriers to the development of an effective mentor-beginning teacher relationship.

The results from the mentor and beginning teacher surveys and site visit data suggest that mentors and beginning teachers valued their BTIM mentor relationships and made time for these relationships. Additionally, beginning teachers received help with adjusting to the campus climate, and learning to be a better teacher while receiving emotional support from someone who has more years of experience in teaching.

Campus Support for the BTIM Program

The ICF team examined the administrator survey for insights administrators could provide on the effectiveness of the BTIM program, as well as the level of BTIM implementation received across the campuses.

- The majority of campus administrators reported that BTIM was a helpful program, leading to such positive outcomes as:
 - ♦ Retention of beginning teachers,
 - ♦ Improving the overall quality of education, and
 - ♦ Job satisfaction among beginning teachers and mentor teachers.
- Administrators perceived that the BTIM program helped with indirectly related outcomes, such as student achievement and classroom management.
- Administrators reported that most policies to support the BTIM program were being implemented either fully or partially. Specifically, campuses were reported as having:
 - ♦ Clear policies on matching mentors to beginning teachers,
 - ♦ Limits on sharing information outside the mentor-beginning teacher relationship, and

⁴ Constructivist items beliefs focus on student ability to construct knowledge and meaning from their experiences in the classroom (e.g., "I believe that expanding on students' ideas is an effective way to build my curriculum") and the traditional beliefs focus on the teacher imparting knowledge and assessing students in traditional ways (e.g., "I base student grades primarily on homework, quizzes and tests").

- ◆ Mentor and beginning teacher handbooks.
- Administrators perceived the primary focus of a beginning teacher induction program as:
 - ◆ Learning classroom management,
 - ◆ Improving teaching methods, and
 - ◆ Focusing on the curriculum content.
- The BTIM program was seen as a program that campuses needed to facilitate through providing support to mentors and their beginning teachers.
- Site visits showed campus support for the BTIM program varied greatly across districts and was largely dependent on the principal and the presence of a lead mentor or campus facilitator.
- The majority of administrators surveyed perceived the supports provided to the mentors as focusing on:
 - ◆ Campuses' provision of release time for observation of teaching, and
 - ◆ Meetings scheduled individually between the mentor and beginning teachers.
- The administrators reported that beginning teachers were supported through such methods as:
 - ◆ The new teacher orientation,
 - ◆ Observations of veteran teachers' classrooms, and
 - ◆ Common planning time with colleagues.

The results from the administrator survey and site visits suggest that BTIM was perceived as a program that promoted many positive outcomes for both beginning teachers and the mentor teachers. Administrators also perceived the BTIM program as being mostly implemented and supported through the campuses, primarily through individual meetings between mentors and beginning teachers.

BTIM Program Outcomes

The ICF team investigated the effects of the BTIM program on beginning teacher retention, student achievement, and job satisfaction. In addition, it presented the relationship between certification route (traditional and alternative) for beginning teachers and job satisfaction, views on their mentor relationship as well as their willingness to teach in the upcoming year. Findings were:

Beginning Teacher Retention

The evaluation team examined the effect of the BTIM on beginning teacher retention from several perspectives including (a) their self report of teaching plans in the year following BTIM participation, (b) the influence of the BTIM experience on their decision making, (c) a comparison of BTIM to state and national retention rates, and (d) a comparison of beginning teacher retention rates in participating BTIM districts for the cohort teaching the year before BTIM implementation and the first year of BTIM implementation.

- Analyses using data provided from BTIM grant coordinators indicated that the BTIM retention rate for beginning teachers who remained at the same campus (79.1%) was lower than the state (84.8%) and national level (83%). However, it is important to clarify how the

state and national rates differ from the BTIM rates. The state retention rate is the percent of teachers, not just beginning teachers, who remained in the district. (When the evaluation team includes BTIM teachers who remained at the same campus as well as those that returned to the district, the BTIM retention is 84.1%, virtually the same as the state average retention rate.) The national rate is the percent of the elementary and secondary teachers who remained in the same campus. The BTIM rate examines the retention of teachers who are in their first and second year of teaching. Additionally it is important to note, the BTIM program targeted districts and campuses with historically high beginning teacher turnover.

- For BTIM Cycle 1 participants returning to the same campus or district, the retention rate was 84.1% (2008-09 school year). For comparison, the beginning teacher retention rate across the same campuses in the prior school year (2007-08 school year) was 69.9%. In 42 of the 49 BTIM campuses (86%), the campus beginning teacher rate increased after the first year of BTIM Cycle 1 implementation compared to immediately prior to program implementation with a median increase in the beginning teacher rate of 14.3%.
- Beginning teachers (49%) attribute, in part, their decision to remain in teaching on experiences with their mentor. Summary site visit data support these findings, as the vast majority of the interviewed beginning teachers stated they will return to their campus or stay within the district next year.
- Using BTIM survey data, teacher characteristics that predicted teacher retention are high job satisfaction and high efficacy in classroom management. Additionally, the evaluation detected an unusual relationship: BTIM teachers reporting high efficacy in student engagement appeared to be less likely to remain in the participating BTIM district. It is important to note that the outcome variable was whether the BTIM teacher left the district. This analysis did not examine whether BTIM teachers who reported high efficacy in student engagement left the district, but remained in teaching.
- Beginning teachers were more likely to remain teaching at the same campuses when they worked in campuses with higher percentages of special education students.

Student Achievement

Using propensity score matching techniques to select non-BTIM districts similar in characteristics to BTIM, the evaluation team developed hierarchical linear models to investigate the relationship between BTIM program implementation and student achievement.

Results from comparison of BTIM participating campuses to non-participating campuses were:

- Middle schools that participated in the BTIM program were less likely to have students meeting the standard in TAKS reading.
- Elementary schools receiving a higher proportion of funding from the BTIM grant were less likely to have students meeting the standard in TAKS reading.

These findings do not, however, necessarily suggest that BTIM campuses are less effective than comparison non-BTIM campuses. BTIM campuses may have been selected for BTIM based on such factors as need to improve TAKS scores among the student body. Therefore, the resulting difference in student performance may be due in part to campus differences that could not be addressed in the early stages of program implementation.

In addition to comparison made between participating BTIM and non-BTIM campuses, the evaluation examined differences among participating BTIM campuses. Results from these analyses included:

- Certification route was related to higher student achievement on math TAKS tests for teachers at BTIM campuses.
- BTIM middle schools were more likely to pass the TAKS in math and reading than BTIM elementary and high schools.
- BTIM campuses located in suburban areas were more likely to pass the TAKS in math and reading than BTIM campuses in town/rural areas.
- BTIM campuses with higher percentages of Limited English Proficiency (LEP) students were less likely to meet the standard on the reading TAKS.
- BTIM campuses with higher student mobility were less likely to pass the math and reading TAKS tests.
- Summary case study data show that mentors and beginning teachers believed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers' classrooms.

Other Findings: Job Satisfaction and Certification Route

The evaluation also investigated the relationship between participating in the BTIM program and job satisfaction as well as the experiences of beginning teachers who received their teaching certification through traditional and alternative routes.

Job Satisfaction

Site visit findings indicated that as the mentor-beginning teacher relationship developed throughout the year, and the beginning teacher began to feel more comfortable in the classroom, their job satisfaction and level of performance increased as well. Site visit data also indicated BTIM beginning teachers who expressed satisfaction in their jobs expressed a willingness to stay at the BTIM campus. Additionally, beginning teacher job satisfaction was found to be a significant predictor of teacher retention according to analyses. As a follow up to these results, the evaluation team examined the relationship between beginning teacher job satisfaction (and other characteristics) and campus student achievement. Additionally, the evaluation investigated relationship between BTIM participation and mentor job satisfaction and teaching practices. Findings included:

- The relationship between beginning teacher job satisfaction was weak yet significantly positively related to reading achievement, indicating that teachers with higher job satisfaction tended to work in campuses where more students passed the reading TAKS.
- Job satisfaction, efficacy in classroom management, efficacy in student engagement, and constructivist beliefs were weak yet significantly positively related to math achievement. This indicates that teachers with higher job satisfaction, higher levels of self-efficacy, and who hold constructivist beliefs about teaching and learning tended to work in campuses where more students passed the math TAKS.
- Mentors (72%) reported that the BTIM program had a positive impact on their job satisfaction.
- Mentors (70%) reported that the BTIM program had a positive influence on their teaching practices.

Certification Route

BTIM included beginning teachers who obtained certification through both traditional and alternate routes. The evaluation looked at differences in job satisfaction, rating of professional relationship with the mentor, and willingness to return to teaching among the three certification routes. Evaluation findings were:

- Beginning teacher job satisfaction ratings and ratings of their professional relationship with their mentor were similar across all certification routes.
- Certification route was found to be related to beginning teacher willingness to teach next year.

Cost and Sustainability of BTIM Cycle 1 Programs

The ICF team examined the cost of implementing the BTIM program. Findings included:

- The range of per beginning teacher BTIM participant costs is large. Sixty-five percent of BTIM Cycle 1 grantees spent between \$1,500 and \$3,000 per beginning teacher in the first year of the two-year grant. Three BTIM grantees spent in excess of \$5,000 per beginning teacher.
- Most successful⁵ BTIM grantees (91%) spent less than \$4,000 per beginning teacher, and 18 of these 21 grantees spent less than \$3,000 per beginning teacher.

The ICF team also examined program effectiveness in terms of retention rates and expenditure patterns and found that:

- Of the 49 BTIM grantees, 73% have retention rates above 80% at the district level for beginning teachers participating in the BTIM program.
- Approximately one in two (47%) BTIM grantees was successful at retaining beginning teachers at a rate equal to or greater than the Texas state average beginning teacher retention rate (84.8%).
- Approximately one in three BTIM grantees was successful at meeting their retention targets as indicated by their performance measures in their grant applications.
- Greater financial investment in the BTIM by grantees was weakly associated with higher beginning teacher retention rates.

The ICF team also investigated the sustainability of the BTIM program at participating campuses at the conclusion of state funding. The findings suggest that campuses with a history of a beginning teacher retention program were more likely to identify alternate funding sources to continue their mentoring and induction programs. Approximately two-thirds of administrators belonging to campuses that have some BTIM-like program experience believe that their campus should find funds to continue the BTIM program without grant support. Alternate funding sources that were identified included district, campus, local, and Federal Title I and Title II funds. Campus administrators indicated local funds including district and campus operating budgets are the most likely sources for program continuation.

⁵ The term “successful” is defined as BTIM grantees who either met or exceeded the Texas state average beginning teacher retention rate or met or exceeded their retention targets/historical retention rates.

Limitations of the BTIM Evaluation

Since the evaluation of the BTIM began in January 2008 (approximately halfway through the first year of Cycle 1 grantee implementation of the BTIM program), data were only collected at one point in time. The BTIM surveys were administered at the end of the school year, providing a snapshot of stakeholder perceptions of the program. Because of this limitation, changes over time (on such variables as beginning teachers' self-efficacy and job satisfaction) were not examined. Comparing survey results at two points in time would allow a better exploration of cause and effect relationships between beginning teacher, mentor, and administrator perceptions and program outcomes.

Case study findings are often used to confirm findings from other sources of data, such as a survey (Stecher & Borko, 2001). Additionally, a case study allows for an in-depth examination of particular issues and questions generally on a single subject; therefore case study findings cannot be generalized to a larger population. In other words, the findings from one urban school district may not be applicable to other urban school districts. Recognizing the limitations of case study data, the ICF team used the case studies in the BTIM evaluation to complement survey data and identify overall themes across the BTIM program.

The cost and sustainability study was limited because of the lack of real-time expenditure data. Grantees are not required to draw down their funding until the end of the grant period, which does not allow for accurate information on spending until the grant period has concluded. To account for this, an approximation of grantee's first year expenditures, which was the amount equal to 50% of each grantees total grant award, was utilized. TEA and ICF agreed that using this measure to approximate first year expenditure was the most appropriate measure for this analysis at this time. With that said, the findings of the cost and sustainability study should be interpreted with caution. In addition, the findings related to comparing cost to retention success also should be interpreted with extreme caution since the evaluation team did not have multiple data collection points on which to establish a trend.

Implications

Because the evaluation focused on the first year of BTIM program implementation, it was unlikely that program impacts on student achievement would be significant. The evaluation confirmed no significant impacts on student achievement at BTIM campuses compared to campuses not participating in BTIM. The analyses, however, did indicate that the BTIM program at the end of the first year of implementation appears to have positive influence on teacher retention – beginning teacher retention rates (79%) at BTIM campuses, which were selected because of their low retention rates, were comparable to the Texas state average (85%) and the national average (83%).

Our recommended next steps emphasize actions that the ICF evaluation team believes will bring (a) immediate program improvement and (b) potentially positive impacts on student achievement with long term implementation. The recommended next steps for the BTIM program include:

- Implementing and communicating fully BTIM program policies and procedures at the grantee level including the full development of handbooks and other materials,
- Obtaining full participation in training by program administrators,

- Removing constraints related to campus logistical and matching barriers by placing mentor and beginning teacher classrooms near to one another and using grade and department as key matching criteria between mentors and beginning teachers,
- Monitoring the consistency and nature of mentors-beginning teachers interactions including the number and format (e.g. face-to-face, e-mail) of communications and the topics included in those communications (e.g. classroom management, instructional strategies), and

Finally, ICF recommends that the evaluation continues with BTIM program implementation. The current evaluation only measured the influence of the BTIM program in a single year that was the first year of implementation. It is important to understand both the program's evolution of implementation as well as the BTIM program's influence on teacher retention and student achievement over an extended period – approximately three to five years.

Chapter 1. Introduction

The first year of teaching is a “make or break” time. Often referred to as a “trial by fire” or “sink or swim” experience, this time can be spent in isolation, leaving novice teachers to navigate a system they may not be familiar with or thoroughly understand (Johnson & Birkeland, 2003, as cited in Smith & Ingersoll, 2004, p. 682; Kauffman, Johnson, Karos, Liu, & Peske, 2002, as cited in Smith & Ingersoll, 2004, p. 682; Southwest Educational Development Laboratory, 2000).⁶ Transitioning into the teaching profession can be challenging for the beginning teacher. Smith and Ingersoll (2004) suggest that the transitioning experience affects whether a beginning teacher returns the following school year. In fact, approximately 30% of all beginning teachers either move to a different campus or leave teaching at the end of their first year (Smith & Ingersoll, 2004). The U.S. Department of Education (as cited in American Federation of Teachers, 1998) reported that nine percent of new teachers may not even make it to the end of their first year and research cited by Smith & Ingersoll (2004) finds that up to 50% of new teachers leave the profession within 5 years of entering the classroom.

Teacher turnover is evident throughout the profession, not only among beginning teachers. According to the U.S. Department of Education’s Teacher Follow-up Survey,⁷ of the more than three million public school teachers in the profession during the 2003–04 school year, 84% remained at the same campus (“stayers”), 8% moved to a different campus (“movers”), and another 8% left the profession at the beginning of the next school year (Marvel, Lyter, Peltola, Strizek, & Morton, 2007). In Texas, the state turnover rate for teachers in Fiscal Year (FY) 2008 was 16.6%, according to the state’s Legislative Budget Board and the Governor’s Office of Budget Policy and Planning. Whisnant, Elliott, & Pynchon (2005) cite a current trend of providing “sustained and purposeful professional support” to beginning teachers as critical to their retention in the teaching workforce.

Beginning teacher induction programs have increased in an effort to provide beginning teachers with support and encourage them to remain in the classroom. Induction programs, which often include a mentoring component, are designed to ease the beginning teacher’s transition, and provide them with professional development opportunities to build knowledge and skills. In 1990–91, only 40% of new teachers experienced some type of induction program, compared to more than 80% of new teachers today (American Association of State Colleges and Universities, 2006). This chapter presents relevant research on teacher induction and mentoring as a strategy for retaining beginning teachers and supporting their entry into the profession.

1.1 Research on Teacher Induction and Mentoring

Beginning teacher induction emerged in the teaching profession during the 1980s. Teacher mentoring is at the heart of many of these induction programs. Not only is teacher induction seen as a strategy for keeping teachers in the profession, but beginning teacher mentoring programs also are being used to improve teacher quality, meet national curriculum standards, and promote higher student achievement (American Association of State Colleges and Universities, 2006).

⁶ All research reported in this document is based on the U.S. experience.

⁷ The Teacher Follow-up Survey is a sample of teachers who participated in the Schools and Staffing Survey conducted during the 2002-03 school year. This survey aims to calculate teacher attrition and mobility rates among U.S. school teachers teaching grades K-12, and describe characteristics of those teachers who leave and stay in the profession (Marvel, Lyter, Peltola, Strizek, & Morton, 2007).

1.1.1 What are Induction and Mentoring?

Induction refers to the professional support provided to beginning teachers, which may include mentoring, collaboration among beginning teachers and their colleagues, and professional development activities designed to strengthen teachers' skills and ultimately improve student outcomes (Wang, Odell, & Schwille, 2008). Teacher induction is not additional training, rather induction programs are designed to serve as "a bridge from student of teaching to teacher of students" (Smith & Ingersoll, 2004). *Mentoring* is the practice of matching a beginning teacher with an experienced, veteran teacher to provide personal guidance during their first years in the classroom (American Federation of Teachers, 1998; Smith & Ingersoll, 2004). Mentoring may be a component of beginning teacher induction and is characterized by the one-on-one relationship between an experienced teacher and a novice (American Association of State Colleges and Universities, 2006; Smith & Ingersoll, 2004).

Although induction programs often include a mentoring component, they may solely focus on beginning teacher professional development through new teacher orientation, workshops, or seminars. The aim of many induction programs is to orient the novice teacher to the campus community, culture, and the classroom environment (Huling-Austin, 1992, as cited in Wang, et al., 2008). Research suggests that mentoring induction programs may offer the beginning teacher professional development opportunities combined with the personal support of an experienced teacher who can work with them individually to address classroom challenges, strengthen their teaching skills, and provide advice (Whisnant et al., 2005).

Induction and mentoring programs not only bring beginning teachers and experienced teachers together, but offer the beginning teacher guidance and lessons learned through a personal relationship with an experienced teacher. The mentor teacher serves as a guide who can provide a novice teacher with pedagogical content knowledge and classroom management strategies, and also offer insights into campus norms, culture, and practices (Wang et al., 2008).

1.1.2 The Role of Self-Efficacy in Beginning Teacher Induction and Mentoring

The rate of teacher attrition, or those teachers leaving the profession, is higher for beginning teachers than experienced teachers. Research has shown that increased teacher job satisfaction reduces this attrition (Liu & Meyer, 2005; Shann, 1998). Teacher job satisfaction has been directly linked to teacher attrition, with higher job satisfaction being linked to lower attrition (Liu & Meyer, 2005). Lower job satisfaction has been linked to stress, teacher burnout, and subsequent attrition (Pearson & Moomaw, 2005). These findings suggest improving job satisfaction may be an important step in retaining beginning teachers.

Enhancing teacher self-efficacy is seen in the field as a strategy for retaining beginning teachers and improving their teaching skills. Self-efficacy is the "belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p.2). More specifically, teacher self-efficacy is the teacher's own beliefs that they can make a difference in the classroom and in student's learning. Research shows that teachers with high levels of self-efficacy improve student outcomes in core subject areas (evidence reviewed in Ross, Hogaboam-Gray, & Gray, 2003). These findings indicate that teachers with high expectations of their abilities try harder to engage students, utilize new and varied teaching strategies, and closely monitor students who may be struggling academically (evidence reviewed in Ross, et al., 2003); as Pajares (1996) stated, "The higher the sense of efficacy, the greater the effort, persistence, and resilience" (Pajares, 1996, p.544, as cited in Yost, 2006). It can be argued that one reason beginning teacher induction and mentoring programs may be important is because they provide the novice teacher with support and opportunities for growth

and may also foster a higher level of self-efficacy, which in turn may increase student achievement and beginning teacher retention.

The mentor-beginning teacher relationship may serve as an opportunity to foster a beginning teacher's self-efficacy. For the mentor-beginning teacher relationship to be successful, the individuals involved should have similar beliefs and attitudes (Greiman, Torres, Burris, & Kitchel, 2007). Beliefs are "one's convictions, philosophy, tenets, or opinions about teaching and learning" (Haney, Lumpe, & Czerniak, 2003, p.367). In the field of education, two belief systems are prominent: traditionalism (or didactic view) and constructivism. A traditional belief system includes a teacher-centered classroom where students are often passive learners and the teacher disseminates knowledge (Brooks & Brooks, 1999). Constructivism asserts that knowledge is actively constructed by the learner and the classroom should be student-centered with the teacher serving as a facilitator who helps students construct their understanding (Brooks & Brooks, 1999). These belief systems are not inclusive; teachers may hold traditional beliefs, support constructivism, or develop a teaching style that draws from both schools of thought, depending on the context or subject area.

Negative mentoring relationships are more likely to be reported by beginning teachers when the mentor has dissimilar attitudes, values, and beliefs (Cherian, 2007; Eby, McManus, Simon, & Russell, 2000). A review of the research has shown that mentors' beliefs about teaching can exert both positive and negative impacts on beginning teachers' learning, depending on whether mentors' beliefs are consistent with the kinds of teaching beginning teachers are expected to learn (Wang et al., 2008). Additionally, beginning teachers' beliefs play an important role in shaping what and how they learn in induction contexts (Wang et al., 2008).

1.1.3 Current Research on Induction and Mentoring Programs

A highly qualified teacher workforce has been shown to be the single most important factor within a campus's control in influencing student achievement (Berry, 2004; National Commission on Teaching and America's Future, 1996; Whisnant et al., 2005). Increasing recognition of this fact, combined with the growing challenges presented by teacher shortages nationwide, increased diversity in the student population, and enhanced emphasis on performance-based accountability through implementation of the No Child Left Behind Act of 2001,⁸ have heightened the focus on retaining beginning teachers.

Educators have long suspected a link between high beginning teacher attrition rates and the teacher shortages affecting the nation's schools (Smith & Ingersoll, 2004). But why are new teachers leaving? In its study of Texas teachers, the Texas Center for Educational Research found that beginning teachers left the profession because they did not receive the supports they desperately needed (Texas Center for Educational Research, 1999, p. 2, as cited in Southwest Educational Development Laboratory, 2000). Furthermore, increasingly high numbers of well-qualified teachers are leaving teaching for other pursuits. Research suggests that these well-qualified teaching recruits are often the first to leave (Smith & Ingersoll, 2004), and approximately one-third of them leave the profession within five years (Darling-Hammond, 2000; U.S. Department of Education, National Center for Education Statistics, 1996, as cited in Southwest Educational Development Laboratory, 2000).

The rates of beginning teacher turnover reinforce the need to address the issues faced by the beginning teacher. Induction and mentoring programs have often been viewed as methods for

⁸ The No Child Left Behind (NCLB) Act of 2001 aims to improve the performance of schools across the country by increasing accountability at the state, school district, and school levels. Further information about NCLB is available through the U.S. Department of Education, accessible at <http://www.ed.gov/nclb/landing.jhtml>.

keeping beginning teachers in the classroom and promoting teacher retention (Smith & Ingersoll, 2004; Southwest Educational Development Laboratory, 2000). There also is a growing body of evidence that suggests beginning teacher induction programs can positively affect teacher quality, students' academic outcomes, and school costs (American Association of State Colleges and Universities, 2006); however, diversity in the implementation of mentoring and induction programs, combined with a lack of rigorous research on program effectiveness, make it difficult for researchers to truly determine the impact of induction and mentoring on teacher turnover, beginning teaching practices, and student achievement (Whisnant et al., 2005).

What are the perceived elements of successful mentoring and mentoring induction programs?

The Alliance for Excellent Education (2004) cites the components of a comprehensive mentoring program as including high-quality mentoring, common planning time and collaboration, ongoing professional development, participation in an external network of teachers, and standards-based evaluation. Beyond the program components, Whisnant et al. (2005) discuss the conditions (both environmental and programmatic) that enable a successful mentoring induction program. These include a perspective on induction that is multi-year and developmental; strong principals; high-quality providers of the induction program, including dedicated staff; additional support for new teachers with little preparation; incentives for novice and veteran teachers to participate; alignment among induction, classroom needs, and professional standards; cooperation with unions; and an adequate and stable source of funding and commitment to outcome evaluation. All these reviewers agree that a successful mentoring program is not a one-time or short-term effort.

What are some of the current mentoring and induction programs?

Mentoring induction programs, or programs that utilize mentoring as the primary method of induction, vary based on their goals, whether it be reduction in the costs of attrition or enhanced professional growth. Programs may involve a single meeting between mentor and beginning teacher, or frequent meetings throughout the school year; they can include workshops, seminars, classroom observations, and informal meetings. These programs differ according to the number of new teachers in a campus or district, as well as the purpose of the program (Smith & Ingersoll, 2004). Some programs are designed to acclimate beginning teachers to the campus environment, while others are geared toward supplementing the novice teacher's education with strategies and insights gained from years of teaching experience. Still other programs emphasize social and emotional support for the beginning teacher, with the mentor teacher serving as confidant and guide to the local school system (American Federation of Teachers, 1998). Many programs have a combination of all or most of these goals.

Several highly replicated models of mentoring induction programs are discussed by the American Association of State Colleges and Universities (2006). The New Teacher Center at the University of California, Santa Cruz is perhaps the most widely applied program. This program includes mentoring by a highly trained mentor as well as inclusive participation by all first- and second-year teachers. The program provides comprehensive support for new teachers and mentors, including release time and formative assessment. According to the authors, this model "promotes the expectation that teaching is collegial and that learning is a lifelong process."

Another widely replicated teacher induction program is the Educational Testing Service's *PATHWISE* Framework Induction Program. This mentoring program focuses on skill development and enhancement, and includes an online training package that makes it easy to

“pick up and use” in a variety of school settings. The *PATHWISE* program includes techniques for using evidence, obtained through classroom observations and one-on-one meetings, to help the mentor teacher work with the beginning teacher to improve and enhance their teaching (Educational Testing Service, 2007). *PATHWISE* also requires the beginning teacher to focus on a selected subject matter in which to grow as a professional, and to follow the academic progress of students in the selected subject matter who present a typical “range of abilities and instructional challenges presented” (Educational Testing Service, 2007, p. 5).

Another frequently cited program is the Teachers for a New Era Project sponsored by the Carnegie Corporation. This program works through college and university schools of education to develop a more professional approach to teaching, in which teaching is treated as a “clinical profession” (American Association of State Colleges and Universities, 2006). There is a phased approach to entry into the profession, with the first 2 years considered a “residency.” During this period, faculties from partnering schools of education observe, comment on, and advise about beginning teacher performance.

The Helping Teacher Induction Program of Palatine, Illinois began in 1987 and is based on standards outlined by the Mentoring and Leadership Resource Network, which is sponsored by the Association for Supervision and Curriculum Development (Southwest Educational Development Laboratory, 2000). This four-year program offers support for teachers new to the district, and includes separate curricula for novice teachers and those with previous experience. The Helping Teacher Induction Program addresses issues for new teachers, such as classroom management strategies, but also focuses on issues such as “engaged student learning, teacher expectations for student achievement, self-reflection, and action research” (Southwest Educational Development Laboratory, 2000).

What is the evidence of effectiveness of beginning teacher mentoring and induction programs?

Although research on the impact of beginning teacher induction is positive, Whisnant et al. (2005) caution against making “unequivocal” statements about these findings. Their research suggests two issues hinder efforts to determine induction’s impact, including: (a) the “wide variability” in beginning teacher induction programs, and (b) the lack of rigorous outcome research on the effects of induction, such as improved student outcomes (Whisnant et al., 2005, p.4). Lopez, Lash, Schaffner, Shields, and Wagner (2004) also found that few research studies exhibited rigorous research methodology, leading them to postulate that the present body of research is “not strong enough [...] to conclude that induction works” (as cited in Whisnant et al., 2005, p.12). These findings suggest more research is needed to truly understand the impact of beginning teacher induction and mentoring programs.

Whisnant et al. (2005) identified five potential outcome areas for mentoring induction programs as: (a) reduction in teacher attrition; (b) reduction in the costs of attrition; (c) increased teacher satisfaction; (d) enhanced professional growth; and (e) development of a tiered professional career model. The associated evidence in the outcome measures applicable to the BTIM program are discussed in detail below.

Reduction in Attrition. Whisnant et al. (2005) cite a review of 12 studies by Lopez et al. (2004) that evidence the impact of beginning teacher induction on retention. The reviewers commented that in the few studies that were based on rigorous research, results were promising but not conclusive. Citing findings from a study conducted in Washington state (Plecki, Elfers, Loeb, Zahir, & Knapp, 2005) the authors concluded that beginning teacher attrition rates were lower than the national norm by 25% over a five year period, but that overall teacher mobility rates,

those teachers moving or leaving the profession, were actually higher than the national average. However, the range of district attrition rates within the state varied greatly (from 16% to 42%).

Reduction in the Costs of Attrition. Whisnant et al. (2005) cite Johnson, Berg, and Donaldson (2005) in identifying three types of costs resulting from new teacher turnover—instructional, organizational, and financial. The Alliance for Excellent Education (2004) estimates the cost of recruiting and training a new teacher is about 30% of the leaver’s salary. According to a study of new teacher attrition in Texas (Whisnant et al., 2005), in the year 2000, the annual statewide cost of \$329 million to \$2.1 billion was identified based on a turnover rate of 15.5%. The Alliance further compared costs of three new teacher induction programs (estimated at \$3,500 per new teacher) with the costs of replacing a teacher (estimated at \$42,000) to arrive at a potential cost savings. Research from Villar (2004) supports these findings and suggests that induction pays off at \$1.37 for every \$1 invested (as cited in Alliance for Excellent Education, 2004).

Increased Teacher Satisfaction. Two studies (Kardos, 2002; Smith & Ingersoll, 2004) reported increased new teacher satisfaction when induction programs were embedded within the school environment. Johnson et al. (2005) reported that mentoring had a positive impact on teacher satisfaction for new teachers who “taught the same grade and subject as their mentor and worked more often with him or her.” In fact, the absence of support during the first year has been cited as a chief reason for leaving (Joftus & Maddox-Dolan, 2002).

Enhanced Professional Growth. Research shows that mentoring programs can have a positive effect on the teaching practices of both beginning teachers and mentors. The Alliance for Excellent Education (2004) cite a study conducted by Villar (2004) that shows teachers participating in a comprehensive induction model developed and enhanced their teaching skills more rapidly, thus achieving the practices of an experienced teacher sooner in their teaching career (p.12). Mentor teachers also report enhanced professional growth through their experience as a mentor. Research reviewed by Huling and Resta (2001) suggests mentor teachers participating in mentoring induction programs experience improved professional competency, a so-called “professional renewal,” and are more likely to be sought after for leadership positions within the school campus or at the district-level (p. 3). Their review also shows that serving as a mentor may have added psychological benefits, such as increasing the mentor’s self-esteem, empowerment, and satisfaction (Huling & Resta, 2001).

Although highly-qualified teachers are associated with improved student achievement (Darling-Hammond, 2005, as cited in Whisnant et al., 2005), the reviewers found no research on outcome-based studies that “directly link levels of participation in teacher induction practices with a rising rate of student achievement among the students they serve” (Whisnant et al., 2005, p. 18). Nor were they able to find any studies that “specifically evaluated the impact (as opposed to the content) of professional knowledge gained through induction programs.” More research is needed to examine the effects of mentoring induction programs on the professional growth of teachers and the impact on student outcomes.

1.2 Prior Texas Mentoring and Induction Initiatives

The heightened attention around teacher quality, coupled with a national teacher shortage and the requirements of No Child Left Behind (NCLB), have brought to light the needs of beginning teachers in a new way. For almost two decades, the state of Texas has investigated methods for guiding beginning teachers through their first years in the classroom. Induction programs focused on teacher mentoring are seen as one such strategy to support and retain these novice teachers, especially those most at risk. Research suggests that secondary teachers are more at risk for leaving the profession than elementary teachers, particularly those science and math teachers. Kirby, Berends, and Naftel (1999) found that cohorts of beginning secondary teachers

in Texas had higher levels of turnover during 1987-96 than their elementary counterparts; this was especially true for secondary science teachers (as cited in Guarino, Santibanez, & Daley, 2006). Further, a study of new teachers located in Texas education service center (ESC) Region 2 (Corpus Christi) suggests that beginning teachers most at risk of attrition are “male secondary teachers over the age of 35 who made the decision to teach while employed in a different career” (Eberhard, Reinhardt-Mondragon, & Stottlemyer, 2000, p.5).

Teacher mentoring entered the Texas education arena in 1990 as a requirement for alternative teacher certification.⁹ In 1991, this requirement was mandated through the Texas Administrative Code for all teachers in their first year; however, the mandate was supported by district resources, not through state-level funding. Mentoring also was included in the 1996 Texas State Board of Educator Certification’s (SBEC) strategic plan as a requirement for all teachers holding a conditional teaching certificate (Southwest Educational Development Laboratory, 2000). In 1999, the Texas Administrative Code was amended (19 TAC Chapter 230) to provide for induction training for beginning teachers and states, “Beginning teachers who do not have prior teaching experience shall be assigned a mentor teacher” (Southwest Educational Development Laboratory, 2000).

Out of this legislation, and with the support of the U.S. Department of Education, the Texas SBEC launched the Texas Beginning Educator Support System (TxBESS) initiative in 1999. TxBESS is a research-based mentoring induction program that focuses on instruction strategies and improving student achievement (Charles A. Dana Center, 2002). The program allows flexibility at the local level and can be adapted to meet the needs of the district, campus, and participating teachers. TEA reports that the program has served 10,000 beginning teachers in more than 300 school districts across the state and has been shown to effectively retain Texas teachers (Texas Education Agency, “About Texas Beginning Educator Support System,” 2008).

TxBESS required each ESC to adhere to the specific program standards, but allowed each ESC to tailor the program to best meet the needs of the district and school community. For example, some districts used the resources provided through TxBESS to fund mentor teacher stipends or release time. Other districts used these resources to provide TxBESS training to administrators (Charles A. Dana Center, 2002).

In 2006, the 80th Texas Legislature took further steps to support beginning teachers by authorizing the Beginning Teacher Induction and Mentoring (BTIM) program. Funding for the program was appropriated in 2007. The BTIM program provides direct funding to school campuses and school districts in an effort to support their beginning teachers through mentor relationships with experienced teachers. A detailed discussion of the background of the BTIM legislation and the program’s goals is presented in the following section.

1.3 Background on the BTIM Program

As the research above demonstrates, mentoring programs are seen by the education community as a strategy for supporting and retaining beginning teachers (those in their first or second year of teaching). The BTIM program is an effort to retain beginning teachers at the campus, in the district, and ultimately in the teaching profession by providing a mentoring relationship with an established teacher at their campus. The program also aims to provide these beginning teachers with ongoing professional development opportunities that will

⁹ Alternative teacher certification programs offer teacher preparation to individuals who hold a bachelor’s degree in a different field. In Texas, approved alternative teacher certification programs are offered through colleges and universities, education service centers, or school districts. This training may include coursework and professional development activities (Texas State Board for Educator Certification, 2008).

positively impact student achievement. This section presents background information on the objectives of the BTIM program, including the requirements for BTIM Cycle 1 grantees. The implementation of BTIM Cycle 1 grants at the district and campus levels is also discussed.

1.3.1 Purpose/Goal of BTIM Program

In an effort to increase retention of beginning teachers, the Texas Legislature authorized the BTIM program in 2006 and appropriated funding in 2007. The first appropriation (\$15 million) funded 50 Cycle 1 grantee school districts distributed among approximately 470 campuses. These funds were for use in the 2007–08 and 2008–09 school years. An additional \$15 million funded BTIM Cycle 2 grantees. The BTIM Cycle 2 grantees are expected to include all campuses within the districts and began induction and mentoring programs in the 2008–09 school year. This evaluation report focuses on BTIM Cycle 1 grantees only.

The overall goals of the BTIM program are to: (a) increase beginning teacher retention, (b) improve beginning teacher performance, and (c) improve overall student achievement. The program also works to provide support and training to mentor teachers and administrators. BTIM is built on a strong evidence base of identified best practices. For example, the program specifies that the mentor teacher should be in the same field as the beginning teacher, a practice that is corroborated in the research literature (Wang et al., 2008). The program also requires grantees to provide evidence of program effectiveness through a previous evaluation of their selected mentor training programs. The mentor training programs included, but were not limited to TxBESS, a training program designed by the New Teacher Center at the University of California at Santa Cruz, and a training model developed by the Texas Staff Development Council (TSDC).

1.3.2 Requirements for BTIM Cycle 1

BTIM Cycle 1 grants included school districts and open-enrollment charter schools that have high rates of teacher attrition, high percentages of beginning teachers, high rates of teaching outside the field of certification, or high rates of beginning teachers in Texas teacher shortage areas. This includes those subject and geographic areas identified by TEA and the U.S. Department of Education as lacking sufficient numbers of educators. Program funds may be used for professional development and support and training for mentor teachers. These funds also may be used to provide teacher stipends for participating mentors and to fund substitute teacher pay and other resources to allow mentor teachers to devote time during the school day to observe and work with their beginning teachers. Although grant funds cannot be used for administrator training, grantees may use their matching funds for this required activity.

The BTIM Cycle 1 program requirements were:

- Districts must provide a minimum of 20% in matching funds (based on total grant funding),
- Administrators must identify and select qualified teachers to serve as mentors,
- Districts must provide mentors with initial training¹⁰ and on-going professional development related to being a mentor, and
- Mentors must meet with their beginning teacher at the beginning teacher orientation and weekly thereafter.

¹⁰ Mentor training must have been previously evaluated and have demonstrated success in improving teacher quality.

1.3.3 BTIM Cycle 1 Grantees

The mentor teachers and administrators in the BTIM Cycle 1 grant were intended to begin training in August 2007, prior to the start of the 2007-08 school year; however, some grantees started later than expected. Although BTIM Cycle 1 grantees were not required to use the same mentor training program, the grant stipulated that they implement TEA-approved programs that utilize adult learning strategies and prepare the mentor to assist their protégé beginning teacher in classroom management, instructional pedagogy, student achievement, and collecting and analyzing data. The training was also expected to provide the mentors with professional development on teacher induction and beginning teacher development.

Mentor teachers were required to meet with their beginning teacher on a weekly basis, commencing at teacher orientation. The mentors were required to observe and assess their beginning teacher in the classroom. These observation sessions guided the one-on-one time between the mentor and beginning teacher, allowing the mentor teacher to provide their beginning teacher with feedback and offer strategies for improvement. The beginning teachers were expected to work with their mentor to develop improvement plans to help meet professional standards. Additionally, grantee campuses were asked to support mentor teachers through regularly scheduled meetings with administration staff.

1.4 Establishment of an Evaluation of the BTIM Program

TEA created the BTIM program to increase the retention rate of beginning teachers. TEA solicited proposals for an evaluation to examine the effectiveness of the BTIM program. This section includes information on the award of the evaluation to ICF International and its partner firm, SPS Consulting Group Inc. The role of a Technical Advisory Board (TAB) and the objectives guiding the evaluation also are presented.

1.4.1 Award of Evaluation to ICF International

ICF International (ICF) was selected by TEA through a competitive bidding process. The ICF team includes ICF, a professional services firm headquartered in Fairfax, Virginia, and with offices worldwide and in Texas. ICF began the evaluation of BTIM Cycle 1 grantees during the 2007-08 school year.

1.4.2 Subcontractor

ICF partnered with SPS Consulting Group Inc. (SPS) for the evaluation. SPS is a woman- and minority-owned firm located in Texas. It is composed of an experienced and diverse group of professionals with a collective background in project planning, staff training, and program design and management. SPS has over 30 years combined experience in the education field, which includes pre- and post-assessments, data collection in schools, staff observations, and ongoing classroom evaluations.

SPS's expertise in school-based data collection was utilized to obtain primary data to provide context and in-depth responses to questions of interest. The SPS field research team was responsible for conducting interviews and focus groups to develop case studies of schools participating in the BTIM program. These case studies were used to construct a comprehensive picture of the BTIM program.

1.4.3 Technical Advisory Board

To ensure the evaluation design and analysis were informed by educational researchers and stakeholders familiar with the BTIM program, the evaluation team formed a TAB, composed of external experts in program implementation, evaluation, and education research. TAB members are experienced in beginning teacher induction and mentoring, and understand the issues facing the Texas education system. These experts know what is needed to collect high-quality data in the state, as they work with Texas agencies on a regular basis.

The evaluation team leveraged TAB members' expertise and experience in the field to provide advice and commentary during the evaluation process. TAB members were specifically called upon during the analysis phase of the evaluation to comment on early findings and help interpret results for the final report. Further information about the TAB members is presented in Appendix A.

Chapter 2. Evaluation Design, Questions, and Data Sources

This chapter presents the evaluation design of the BTIM program and the questions driving the evaluation design. The data sources, instrumentation, and data collection activities also are discussed. Additionally, overview of the data analysis techniques employed to address each objective of the evaluation is provided.

2.1 Overview

The evaluation of the BTIM program employed a mixed-methods design, using both quantitative and qualitative data to construct a comprehensive picture of the BTIM program. The ICF team accessed several extant data sources that provided demographic, programmatic, and achievement information. Extensive use of these data was possible, which allowed the evaluation team to describe the BTIM program processes and participants, as well as to attempt to establish relationships regarding program impacts. To supplement these sources, information was collected from key BTIM program stakeholders through survey instruments and in-depth case studies. Together, these data sources allowed for the triangulation of results across methods and participant groups, providing greater confidence in the findings. This allowed the evaluation team not only to investigate the effectiveness of the BTIM program, but also to highlight areas for enhancement in future funding cycles.

2.2 Research Questions

TEA outlined five broad evaluation objectives for the BTIM evaluation, which entailed gathering and evaluating data pertaining to (a) mentor teachers and mentor programs, (b) the quality of the match between mentors and beginning teachers and the degree to which this influences student achievement, (c) BTIM impacts on beginning teacher retention, (d) administrator support, and (e) program costs. Although the components of these objectives would yield a comprehensive evaluation, the ICF team proposed two additional objectives to enrich the evaluation of the BTIM program: (f) identifying program impacts on job satisfaction among mentors, as serving in this role may positively influence veteran teachers; and (g) ascertaining if BTIM participation differs by teacher certification route.¹¹ These broad evaluation objectives help address the two underlying research questions regarding the impact of the BTIM program on beginning teacher retention and student achievement. Table 2.1 presents the evaluation objectives, their associated research questions, and the data sources used in addressing the research questions.

¹¹ Certification routes are of interest since teachers that were certified through alternative certification may be qualitatively different from traditionally trained staff (e.g., they may represent teachers who are teaching as a second career) and thus have different mentoring needs. Teachers who are traditionally certified to teach in Texas have a bachelor's degree from an accredited college or university. Texas institutions do not offer a degree in education; teachers must have an academic major and teacher training courses. Alternative certification refers to programs that offer training on how to be an effective teacher as well as additional courses that are subject area specific to individuals who already have a bachelor's degree. Many of these programs can be completed in a year, during which time teachers enrolled in a program may retain a paid teaching position in a public school classroom.

Table 2.1: BTIM Evaluation Matrix of Evaluation Objectives and Research Questions		
Evaluation Objectives	Research Questions	Data Sources
1. To describe and evaluate the selection, support, and training of mentor teachers	What are the professional, demographic, and affective characteristics of mentor teachers?	<ul style="list-style-type: none"> • AEIS • PEIMS • BTIM Evaluation Database • Mentor Survey • Case Studies
	How are mentor teachers selected for participation in the program?	<ul style="list-style-type: none"> • BTIM Grant Applications • Mentor Survey • Administrator Survey • Case Studies
	What supports are provided for mentor teachers?	<ul style="list-style-type: none"> • BTIM Grant Applications • Mentor Survey • Administrator Survey • Case Studies
	What are mentor perceptions of the effectiveness and satisfaction with their training programs?	<ul style="list-style-type: none"> • Mentor Survey • Case Studies
2. To describe the characteristics of beginning teachers and their relationship to their mentor	What are the professional and demographic characteristics of beginning teachers?	<ul style="list-style-type: none"> • AEIS • PEIMS • BTIM Evaluation Database • Mentor Survey • Beginning Teacher Survey • Case Studies
	What type of relationship did the beginning teacher have with his/her mentor? How did that relationship change over time?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Case Studies
	Was there an option to stay in the relationship for a second year of mentoring?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Administrator Survey • Case Studies
	To what extent did the mentors provide support and professional development for beginning teachers (e.g., assisting beginning teachers to prepare students for the TAKS)?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Case Studies
	To what extent did mentors prepare beginning teachers for performance appraisals?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Case Studies
	What are the facilitators/barriers to the development of an effective mentoring relationship?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Administrator Survey • Case Studies
	How are beginning teacher characteristics related to student achievement?	<ul style="list-style-type: none"> • PEIMS • TAKS • Mentor Survey • Beginning Teacher Survey • Case Studies
	<ul style="list-style-type: none"> • How is beginning teacher self-efficacy related to student 	<ul style="list-style-type: none"> • PEIMS • TAKS • Mentor Survey • Beginning Teacher Survey • Case Studies

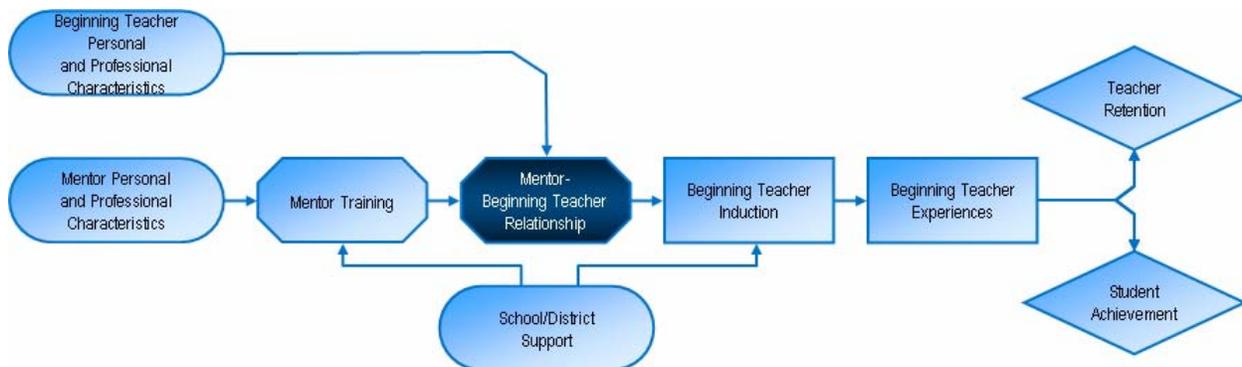
Table 2.1: BTIM Evaluation Matrix of Evaluation Objectives and Research Questions		
Evaluation Objectives	Research Questions	Data Sources
	<p>achievement?</p> <ul style="list-style-type: none"> • How is beginning teacher job satisfaction related to student achievement? • How are teacher beliefs about pedagogy related to student achievement? 	
	How did beginning teachers support student achievement?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Case Studies
	Does BTIM participation influence student achievement?	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Case Studies
3. To evaluate the effectiveness of the BTIM program on increasing retention of beginning teachers	<p>How has participation in the BTIM program affected beginning teacher retention and job satisfaction?</p> <ul style="list-style-type: none"> • How do retention rates compare to the national average? • How do retention rates compare to the state average? 	<ul style="list-style-type: none"> • AEIS • PEIMS • BTIM Evaluation Database • Mentor Survey • Beginning Teacher Survey • Case Studies
	What is the relationship between level of induction and beginning teacher retention?	<ul style="list-style-type: none"> • AEIS • BTIM Evaluation Database • Mentor Survey • Beginning Teacher Survey • Administrator Survey • Case Studies
4. To evaluate training and support of administrators related to BTIM	What are the professional and demographic characteristics of administrators?	<ul style="list-style-type: none"> • AEIS • BTIM Evaluation Database • Administrator Survey • Case Studies
	What type of training did administrators engage in regarding mentoring for beginning teachers?	<ul style="list-style-type: none"> • BTIM Grant Applications • Administrator Survey • Case Studies
	What are the perspectives of administrators regarding the effectiveness of and satisfaction with the mentor training program?	<ul style="list-style-type: none"> • Administrator Survey • Case Studies
	<p>How did administrators support the BTIM program?</p> <ul style="list-style-type: none"> • What policies were implemented to support the program? • Did administrators provide adequate support for mentors (e.g., time) for participation in the BTIM program? • Did administrators provide 	<ul style="list-style-type: none"> • Mentor Survey • Beginning Teacher Survey • Administrator Survey • Case Studies

Table 2.1: BTIM Evaluation Matrix of Evaluation Objectives and Research Questions		
Evaluation Objectives	Research Questions	Data Sources
	adequate support for beginning teachers to participate in the BTIM program? <ul style="list-style-type: none"> How did BTIM administrative support differ across participating campuses and districts? 	
	How are administrator activities related to BTIM effectiveness?	<ul style="list-style-type: none"> Administrator Survey Case Studies
5. To evaluate sustainability and cost of BTIM programs as carried out by Cycle 1 grantees	To what extent have campuses/districts put into place policies/practices/ alternative funding sources that will be able to be carried out in case no future grant funds are available	<ul style="list-style-type: none"> AEIS Administrator Survey Case Studies
	What are policies/practices/alternative funding sources in which non-grantee schools might be able to engage?	<ul style="list-style-type: none"> AEIS Administrator Survey Case Studies
	How did campuses/districts spend the money (i.e., grant and matching funds)?	<ul style="list-style-type: none"> AEIS Administrator Survey Case Studies
	What is the minimum/ maximum cost to run a BTIM program that is successful at retaining beginning teachers?	<ul style="list-style-type: none"> AEIS BTIM Grant Applications Administrator Survey Case Studies
6. To evaluate program impacts on job satisfaction among mentors	To what extent, if any, do mentors feel the role has had an impact on their job satisfaction?	<ul style="list-style-type: none"> Mentor Survey Case Studies
	To what extent, if any, do mentors feel the role has had an impact on their job pedagogy?	<ul style="list-style-type: none"> Mentor Survey Case Studies
7. To determine the extent to which BTIM participation is a substantively different experience for teachers who obtained certification in traditional versus alternate routes/if teaching is their first career	To what extent, if any, do evaluation findings differ for each type of teacher?	<ul style="list-style-type: none"> BTIM Evaluation Database Beginning Teacher Survey Case Studies

2.3 Methodology

In this section, the data sources, data collection activities, and data analyses used in the evaluation are described. A BTIM logic model that is at the center of the evaluation approach is presented (see Figure 2.1). At the core of the logic model is the mentor-beginning teacher relationship. Mentor training is influenced by mentor characteristics and campus support. Both mentor training and beginning teacher characteristics influence the mentor-beginning teacher relationship. This relationship, as well as campus support, influences beginning teacher induction and subsequent experiences as a teacher. These combined experiences affect the outcomes of beginning teacher retention and student achievement. The ICF team collected data in each of these key areas to inform the assessment of the BTIM program.

Figure 2.1: BTIM Evaluation Logic Model



Examples of measures included in each of the domains of the logic model include:

- **Beginning Teacher Personal and Professional Characteristics** - education level, certification route, self-efficacy
- **Mentor Personal and Professional Characteristics** - self-efficacy, number of years of teaching experience
- **Mentor Training** - training format, topics covered during training, perceived quality of training
- **Mentor-Beginning Teacher Relationship** - perceptions of professional relationship, frequency of meetings, collaborative activities
- **School/District Support** - policies implemented to support BTIM, support provided to mentors and beginning teachers to facilitate contact
- **Beginning Teacher Induction** - beginning teacher orientation, mentoring, adjustments of working conditions
- **Beginning Teacher Experiences** - job satisfaction, classroom practices

- **Teacher Retention** - percentage of teachers who remained at the campus, percentage of teachers who remained at the district
- **Student Achievement** - Texas Assessment of Knowledge and Skills (TAKS) reading and math scores.

2.3.1 Analytic Approach

The ICF team employed a mixed-methods design to evaluate the BTIM program; hence, the primary methods included both quantitative data collection and analyses (e.g., beginning teacher, mentor, and administrator surveys; propensity score matching; and student outcomes) and qualitative data collection and analyses (e.g., case studies focusing on specific schools). This design allowed the ICF evaluators to maximize the strengths of one method while compensating for gaps or weaknesses of others. The ICF team accessed several extant data sources containing demographic, programmatic, and achievement information. These extant data sources allowed the ICF team to describe the BTIM process and participants, as well as establish causal arguments regarding program impacts. Further information about the extant data sources is described in section 2.3.2.1.

To supplement the extant data, the ICF team also collected information from key BTIM program stakeholders through survey instruments and in-depth case studies. Together, these data sources allowed for the triangulation of results across methods and participant groups, providing greater confidence in the findings. For more information about the case studies, please see section 2.3.5.2.

The mixed-methods approach also utilized quantitative and qualitative data analyses. Quantitative analyses included propensity score matching (PSM) and Hierarchical Linear Modeling (HLM). PSM was used to create a matched comparison group from a larger set of potential members of a comparison group (e.g. Texas campuses not receiving BTIM funds in 2007-08). The comparison group members were matched (based on a probability score) to treatment group members by analyzing a set of characteristics (e.g. school enrollment, achievement scores) (Dehejia & Wahba, 2002). Appendix E includes information about the PSM techniques used in the evaluation. HLM is a form of analysis that permits the evaluation of impacts on an outcome variable (e.g. student achievement) from different factors at various levels (e.g. student characteristics, teacher attitudes, school funding) (Raudenbush & Bryk, 2002). Appendix H presents details about the HLM analyses. Qualitative analyses included a content analysis of data collected through case study site visits. More information about the data analyses is included in Section 2.3.6.

2.3.2 Data Sources

The evaluation relied on both extant data (i.e., existing data and information made available by TEA for this evaluation) and new data collection. Since the analysis synthesized a number of measures of program effectiveness, the evaluation team used several data sources in this study.

2.3.2.1 Extant Data

Extant data were obtained from the following sources: BTIM grant applications, Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), and TAKS. These data sources are discussed in detail below.

- **BTIM Grant Applications.** Applications for the BTIM grants were collected from TEA. The applications provided valuable information pertaining to program needs, objectives, and proposed activities. These documents also provided information regarding the program selected for mentor training, as well as cost and budgetary information.
- **Public Education Information Management System (PEIMS).** PEIMS contains information on public education collected by TEA. It provides longitudinal data on student demographics, academic performance, campus personnel, campus financial information, and district organizational information. PEIMS provides current information that was used to match campuses for comparison purposes. Campuses were matched using student demographic data from PEIMS (race/ethnicity, gender, free/reduced lunch, Limited English Proficiency (LEP), and special education status). This allowed the evaluation team to analyze the impact of program participation on student outcomes and compare campuses participating in the BTIM program to those not participating. Staff (teacher and administrator) information (including degree type, certification area and grade level, race/ethnicity, gender, and years of experience) was matched to data collected in the surveys.¹²
- **Academic Excellence Indicator System (AEIS).** AEIS contains performance information about every public school and district in Texas. These reports also provide extensive profile information about staff, finances, and programs. Campus level TAKS data, attendance rate, drop out rate, graduation rate, and operating expenditure by function and program were used to match BTIM participating to non-participating campuses. This information allowed the evaluation team to analyze the impact of program participation on student outcomes and compare campuses participating in the BTIM program to those not participating.
- **Texas Assessment of Knowledge and Skills (TAKS).** TAKS is used to measure student achievement in Grades 3–11 in the areas of reading, writing, mathematics, science, and social studies. This information was used as an outcome when comparing BTIM to non-BTIM campuses.¹³

2.3.2.2 New Data Collection

Extant data, described above, was supplemented by the collection of the following quantitative and qualitative data.

Online Surveys

To address the evaluation questions, surveys were created for mentor teachers, beginning teachers, and campus administrators. The surveys featured both newly developed and existing items. The new items were developed to capture information (e.g., mentor characteristics) relevant to the current evaluation. All elements of the surveys were constructed and tailored for the purposes of the present evaluation. For more information on the BTIM surveys, please see section 2.3.3.2.

BTIM Evaluation Database

The evaluation team constructed a database to track BTIM participant demographic data. The database included information from PEIMS, the BTIM data upload from the district (e-mail addresses), the online survey data, and a data request from participating districts regarding

¹² 2006-07 PEIMS data was used for the PSM. 2007-08 PEIMS data was used when merging the survey data and for the HLM analysis.

¹³ 2008 TAKS math and reading scale scores were used as the measure of student achievement. Since TAKS data cannot be tracked to an individual teacher, campus level data was used to represent the grade level for the BTIM participating teacher.

retention of Cycle 1, Year 1 teachers. Each participant was assigned a random four character code. The code was used to match the demographic information to survey responses.

Case Studies

Quantitative data was supplemented with case studies designed to collect beginning teacher, mentor teacher, and administrator perceptions of BTIM effectiveness (i.e., the degree to which the program is associated with change in teaching practice or influences student learning). Case studies allowed for collection of in-depth information while maintaining flexibility so unanticipated information could be investigated more closely. For more information on the BTIM case studies, please see section 2.3.5.2.

2.3.3 Instrumentation

In this section, the instruments developed for the present evaluation are reviewed. These instruments include protocols for interviews and focus groups with BTIM stakeholders, and surveys for mentor teachers, beginning teachers, and administrators.

2.3.3.1 Interview and Focus Group Protocols

Qualitative data for the case studies was collected through administrator interviews, mentor-beginning teacher dyad interviews, mentor focus groups, and beginning teacher focus groups. Extant data from grantee applications and grantee progress reports also was used to inform the case studies.

Based on an examination of the literature (Kajs et al., 2001; Whisnant et al, 2005; Alliance for Excellent Education, 2004) and a review of the intended outcomes of the BTIM program, the theoretical propositions that guided the development of the interview and focus group protocols included the conditions, elements, and implementation of a campus-based teacher mentoring program. Conditions include both environmental and programmatic factors that enable a successful teacher mentoring program, such as strong leadership; additional support for new teachers; and the alignment among induction, classroom needs, and professional standards. Elements found to be essential for implementing a successful induction program may include a standards-based process for mentor selection, participation in an external network of teachers, and standards-based teacher evaluation. Finally, it is the objective of the BTIM program that implementation of a mentoring program will influence a reduction in teacher attrition, an increase in job satisfaction for beginning and mentor teachers, and the professional growth of beginning teachers. A complete list of these theoretical propositions is presented in the full case study protocol included in Appendix B.

TEA sent a letter to the superintendent of all campuses participating in BTIM to explain the program evaluation. In addition, TEA sent a second letter to the superintendent of all campuses participating in BTIM to explain that ICF was selected to conduct the evaluation. The ICF team scheduled site visits with selected sites to collect data via beginning teacher focus groups, mentor teacher focus groups, mentor-beginning teacher dyad interviews, and administrator interviews. During these site visits, the team also reviewed campus and district BTIM program cost data (proposed budget vs. actual expenditures), grantee applications, grantee progress reports, and other program records. The evaluation team developed in-depth protocols for all steps of the site visit, including scheduling the visit, preparing for the visit, conducting the visit (e.g., administering the interview and focus group protocols), and engaging in follow-up activities. Appendix B includes the full case study protocol.

2.3.3.2 Survey Development

In the surveys for BTIM stakeholders, the survey items included a combination of open-ended and selected response (e.g., rating scale, checklist) formats. Appendix B includes the surveys for mentor teachers, beginning teachers, and administrators. Statistical analyses were conducted on the surveys to ensure that the items measured what they were supposed to measure (e.g., job satisfaction). Items that did not function properly were either modified (e.g., reworded) or removed. The survey validation process and findings are discussed in Appendix C.

Mentor Teacher Survey. This survey provided information about the following topics:

Demographic information – This section collected demographic information about mentor teachers that is not available through existing databases (PEIMS and AEIS), including retirement status (i.e., whether or not they are or have been retired), out-of-state certification, and certification areas (grade level and subject area).

Beliefs about mentor impact – Items assessed mentoring self-efficacy and included impact on a beginning teacher’s instructional and classroom management practices and influence on professional growth.

Beliefs about teaching and learning – Items measured teacher beliefs related to constructivist and traditional approaches to teaching and learning. These items were adapted from Woolley, Benjamin, and Woolley’s *Teacher Beliefs Survey*.¹⁴

Perceptions of characteristics related to mentoring effectiveness – Items were based on the National Education Association Institute’s evaluation of national mentor program description of effective mentor qualities (NEA Foundation, 1999). Items included attitude and character (e.g., willingness to be a role model for other teachers), professional competence and experience (e.g., knowledge of pedagogy and subject matter), communication skills (e.g., feedback skills), and interpersonal skills (e.g., support for a beginning teacher’s emotional and professional needs).

Perceptions of mentor training – Items included length and delivery of training, content covered in the training, and overall quality of the training.

Perceptions of campus support for mentors and beginning teachers – Items included methods the campus uses to facilitate contact between mentors and beginning teachers and options they provide to beginning teachers (e.g., reduced work load).

Mentor-beginning teacher relationship – Items included the frequency of meetings and activities, effects of professional relationship on instructional activities and job satisfaction, and barriers and facilitators to developing an effective mentoring relationship.

Beginning Teacher Survey. This survey provided information about the following topics:

Demographic information – This section provided demographic information about the beginning teachers not available through the existing databases (PEIMS and AEIS), such as teaching certification and certification route.

Teaching satisfaction – Items measured job satisfaction. The rating scale items were adapted from Ho and Au’s *Teacher Satisfaction Survey*.¹⁵ Other items included whether or not they plan to teach next year and if they plan to teach in the same campus or district.

¹⁴The *Teacher Beliefs Survey* possesses construct validity according to cross-validation and contains alpha reliabilities above .70 (Woolley, Benjamin, & Woolley, 2004).

Beliefs about impact as a teacher – Items measured efficacy in student engagement, instructional practices, and classroom management. The items were adapted from Tschannen-Moran and Hoy’s *Teacher’s Sense of Self-Efficacy Scale – Short Form*.¹⁵

Beliefs about teaching and learning – Items measured teacher beliefs related to constructivist and traditional approaches to teaching and learning. These items were adapted from Woolley, Benjamin, & Woolley’s *Teacher Beliefs Survey*.

Mentor-beginning teacher relationship – Items included the frequency of meetings and activities, effects of professional relationship on instructional activities and job satisfaction, and barriers and facilitators to developing an effective mentoring relationship.

Beginning teacher induction – Items included methods the campus uses to facilitate contact between mentors and beginning teachers and options provided to beginning teachers (e.g., reduced work load).

Administrator Survey. This survey provided information about the following topics:

Descriptive information about the campus – Items included the number of beginning teachers employed at the campus, the number of first and second year teachers assigned to a mentor, and the number of mentors at the campus.

Selection process and support of mentors – Items included the characteristics that guided mentor selection, policies and practices that the campus implemented to support the BTIM program, and methods the campus uses to facilitate contact between mentors and beginning teachers.

General support of beginning teachers at the campus – Items focused on options provided to beginning teachers (e.g., reduced work load) and the focus of the campus beginning teacher induction program.

Perceptions of mentoring program effectiveness – Items included the number of beginning teachers who left the campus, and barriers and facilitators to developing an effective mentoring program. Items also included the effect of the BTIM program on beginning teacher retention and acclimation to the campus, effects on student achievement, and overall teacher satisfaction.

Perceptions of training and support of administrators related to BTIM – Items included length and delivery of training, content covered in the training, and overall quality of the training.

Cost of implementing the BTIM program – Items included the sources of funding, cost of training per mentor, and the cost of resources to support the BTIM program (e.g., stipends).

Once the survey data were exported from the online system, ICF analysts conducted routine checks for missing data, duplicate records, and other errors.

2.3.4 Data Transfer Activities

The evaluation team worked with TEA to transfer data files from the three primary data systems needed for the evaluation: PEIMS, AEIS, and TAKS. Demographic data on teachers and campuses for 2007-09 was incorporated.

¹⁵ *Teacher Satisfaction Survey* offers a simple, direct, reliable, and valid assessment of teaching satisfaction (Ho & Au, 2006).

¹⁶ *Teachers’ Sense of Efficacy Scale – Short Form* has established construct validity and contains alpha reliabilities above .81 (Tschannen-Moran & Hoy, 2001).

After receiving the data files from TEA, the evaluation team screened the files for consistency. Following the screening, data was merged and cleaned (e.g., looking for missing data, outliers, or invalid responses). Descriptive frequency data was shared with TEA to promote validity and resolve obvious errors.

2.3.5 Data Collection Activities

Data was collected from a variety of sources, including BTIM grant applications, focus groups and interviews with key stakeholders, and surveys. Existing data sources also were collected and used to supplement these sources. The data collection activities utilized in the evaluation process are discussed below.

2.3.5.1 Review of Grantee Applications

Grantee applications were reviewed and data were extracted to comprehensively address some of the research questions. In addition, information from the grantee applications was used to provide context for the six individual case studies. Data on budgeted costs by various categories (e.g., payroll, contracted services, supplies and materials) were extracted and put into a database for all grantees. This included data on the budgeted amount for mentor teacher stipends. In addition, these databases were designed to pull out data on the number of mentor teachers and beginning teachers targeted by grade-level to participate in the BTIM program.

Grantee progress reports were used as a source for determining the actual funds spent to date (based on reported draw-downs from grantee accounts with TEA). These reports were also compared to aggregated data on grantee performance to create a complete picture of the district.

2.3.5.2 Case Studies

Case studies provide the means by which the evaluation can explore the complex interactions between beginning teachers and mentors to better understand how induction might influence student achievement and teacher retention. ICF evaluators used a multiple-case design to collect data that enhances quantitative analyses of survey and extant data, which is based on the full sample. While this methodology is limited because intensive study of one or a few sites may not generalize to broader contexts, it is commonly accepted as an exploratory tool or as a way to provide context to quantitative data.

Through the case studies, the evaluation team was able to capture descriptive data on BTIM processes of induction, mentor support and training, impacts on student learning, and other key study objectives. Qualitative data for the case studies was collected through district and campus administrator interviews, beginning teacher focus groups, mentor focus groups, and interviews with mentor and beginning teacher dyads. The extant data and document review (e.g., grantee application review) also informed the case studies.

Selection Process for Case Study Sites

The evaluation team selected six participating districts that represented a range of scenarios of interest to TEA. The team first looked at the number of districts participating in the BTIM grant program within each ESC region, and the number of campuses within each participating district. The districts were selected from ESC Regions 1, 4, 11, 13, 19, and 20 because they had the most campuses participating in BTIM Cycle 1.

Due to the interest in variations in program implementation by community type, the next step was to group the participating districts by community type and organize them into three groups:

(a) Suburban (Major Metropolitan Suburban; Other Central City Suburban); (b) Urban (Major Urban); and (c) Town/Rural (included Independent Town, Other Central City, and Non-Metropolitan). For each participating district, the number of campuses and the number of teachers anticipated to be served by each district were listed and organized by suburban, urban, and town locales.

Table 2.2 presents a list of the six districts selected for case studies, the number of campuses and teachers proposed to be served by the BTIM grant, and their district locale. This list was developed in conjunction with TEA.

ESC Region	District	Number of Campuses Proposed to be Served by BTIM Grant	Number of Beginning Teachers Proposed to be Served by BTIM Grant	Community Type
13	A	9	160	Suburban
4	B	15	237	Suburban
19	C	18	232	Urban
11	D	79	244	Urban
20	E	3	41	Town/Rural
1	F	8	125	Town/Rural

Source: BTIM Cycle 1 Grantee Applications

Case Study Process

Once the six districts were selected, specific schedules were created in conjunction with the grant coordinator at each district. These schedules were used to select campuses, schedule interviews and focus groups, and manage the logistics for the site visit. Two field researchers spent four days visiting each district. The number of campuses visited within each district depended on the number of participating campuses and participating teachers at each campus. This number was determined in conjunction with TEA based on what could realistically be studied during a four-day site visit with two field researchers. Other factors considered were logistics, availability of teachers and campus administrators, and distance between campuses.

2.3.5.3 Survey Data

The BTIM mentor, beginning teacher, and administrator surveys were administered online to participants using SurveyMonkey. The evaluation team also mailed surveys to accommodate any campuses or individual teachers with limited access to technology. An e-mail was sent two weeks prior to the survey launch date to identify incorrect e-mail addresses. The notification e-mail: (a) introduced the surveys and importance of the project, (b) provided contact information for obtaining a paper version of the survey, and (c) included the evaluation notification letter from TEA as an attachment.

E-mail invitations for the survey were sent to potential respondents and included: (a) a description of the evaluation, (b) the purpose of the study, and (c) contact information for key evaluation staff. To promote increased response rates, a reminder that data would be kept strictly confidential was included. Respondents were given two weeks to complete the survey. If the survey was not completed during that time, a maximum of three follow-up e-mails was sent.

2.3.6 Data Analysis

Quantitative data were examined using single frequency distributions of important variables, plots of relationships among variables of interest, and various cross tabulations. Quantitative data analyses included the application of HLIM to investigate BTIM participant and campus characteristics, and their relationships to beginning teacher retention and student achievement. These procedures often reveal important findings in need of further examination. They also allowed the evaluation team to evaluate the degree to which statistical assumptions were met, conduct outlier analyses, and check for missing data.

Exploratory and descriptive analyses were conducted to understand the distributional properties of the survey data and the effects of the BTIM program on outcomes, such as retention and student achievement. The findings from quantitative analyses were integrated with qualitative findings from the case studies to provide context and depth to the evaluation team's analyses about the (a) selection, support and training of mentors, (b) mentor-beginning teacher relationship, (c) campus support for the BTIM program, and (d) BTIM program outcomes. Content analyses and descriptive analyses were conducted on cost data to describe the sustainability and cost of BTIM programs.

Content analyses of qualitative data were conducted to summarize stakeholder perceptions of the BTIM program across the seven research objectives. First, a coding guide was developed to use when coding the notes collected during site visit interviews and focus groups. The coding guide was aligned with the seven research objectives and subtopics under each objective. The coding guide provided a framework by which analysts could organize the data and identify common themes across the various sets of notes. In addition to the codes aligned with the seven research objectives, four major "whole document" codes were used to identify each data source for use in cross-case analysis: (a) type of data collection activity (i.e., interview or focus group), (b) campus level (i.e., elementary, middle, or high school), (c) district locale (i.e., urban, suburban, town), and (d) district (i.e., district A-F). Data on research participants, context, and setting were included as well. Using the common coding guide, a team of three analysts coded notes for the six districts, with each analyst responsible for coding notes for two districts. The lead analyst conducted training with the team of analysts on how to use the coding guide to analyze the data. Regular meetings were held during the coding process to make sure coders were operating under the same assumptions. The lead analyst randomly selected and checked 20% of the notes to ensure that there was reliability across coders. Once coding was completed, the lead analyst and one of the other analysts developed a case study report outline and reviewed the data by code to extract common themes to report by district across stakeholders within each district. Conclusions and interpretations were derived directly from the data obtained. Individual case study reports were written for each of the six districts where site visits were conducted. These reports are included in Appendix I.

In this section, a description of the analyses performed to address the specific objectives of the evaluation is provided. The nature of the available data and the specific evaluation questions determined the analysis techniques employed.

2.3.6.1 The Selection, Support, and Training of Mentor Teachers (Evaluation Objective 1)

The analyses yielded a description of mentor characteristics, including years of teaching experience, education, age, and years in current position; previous supervisory or mentoring experience; and gender. Using existing TEA data and mentor survey items, basic descriptive

analyses were conducted for each variable, including frequencies, percentages, means, and standard deviations depending on the scale of measurement.

Using data collected via the mentor survey and case studies, a description of the processes used to select and support mentor teachers for BTIM participation was developed. A similar set of items was included on the administrator survey and a comparison of responses within each campus was conducted as a way to triangulate responses across respondent groups. The case studies included interview and focus group items that asked for deeper descriptions of the processes used in the selection process. Mentors were asked about concerns they had prior to serving in the role. Beginning teachers, mentors, and administrators were asked if they felt they had proper administrator guidance, what they would improve, and what program elements, if any, were exemplary. TEA program documents guided protocol development by considering program requirements, such as the provision of weekly mentor-beginning teacher meetings and explicit efforts to advise mentors on how to best develop beginning teacher improvement plans. Where possible, plans were reviewed and related data was included in the case descriptions.

The mentor survey measured effective mentor characteristics through the items developed based on the National Education Association Institute's qualities of effective mentors. Subscale scores were created for each survey dimension: (a) Attitude and Character, (b) Professional Competence and Experience, (c) Communication Skills, and (d) Interpersonal Skills. Descriptive statistics were provided for each subscale. These descriptive analyses were supplemented with case study data. In addition to developing the subscale scores, the evaluators used selected-response items about perceived effective mentor characteristics, how the mentor changed induction activities over time, and the extent to which mentor-beginning teacher pairs engaged in structured, collaborative activities.

Information on mentor training programs (e.g., grantee applications) was utilized to conduct archival-content analyses of their descriptions and proposed outcomes for mentors. Thematic analyses were used to determine if such information is congruent with BTIM initiatives (e.g., trains mentors using adult learning themes; prepares them to use formative assessments, teacher observations, and guided reflections; and provides them with the skills needed to train beginning teachers on matters of classroom management, instructional strategies, and the collection and analysis of student data).

2.3.6.2 The Match Between Mentors and Beginning Teachers and the Degree to Which This Influences Student Achievement (Evaluation Objective 2)

Examining mentor programs provides a solid context for understanding mentor activities and how they change over time. Surveys captured information on mentor-beginning teacher activities for each stakeholder group. Survey responses were compared between mentors and beginning teachers to look for data consistency.¹⁷ Related questions in the case studies were also included to learn about the type of mentoring activities that were used throughout the program. Overall, these data collection efforts provided detailed descriptive information about the characteristics of mentor teachers, how they were trained, processes used to select them into their roles, and how they structured activities with beginning teachers.

Both extant data and survey data was used to describe characteristics of beginning teachers. Existing sources provided information on characteristics such as gender and education.

¹⁷ It is important to note that mentor and beginning teacher pairs could not be linked; therefore, comparisons of mentor and beginning teacher responses are made at the aggregate level.

Important variables that may not be readily available from standard records include whether teachers obtained certification through traditional or alternate avenues. Standard descriptive statistics were used to describe the characteristics of beginning teachers.

Some of the data regarding the mentor-beginning teacher relationship was obtained from beginning teacher survey items that asked if there was an option to stay in the relationship for a second year. Survey items were also used to determine if beginning teachers had a mentor assigned to them for the following year. This is a substantive issue since Wong (2005) noted that teacher induction should be a multi-year process. Case study methods were used to further explain the mentor-beginning teacher relationship.

Items on the mentor, beginning teacher, and administrator surveys as well as case studies assessed potential facilitators/barriers to the development of an effective mentoring relationship. Descriptive analyses of perceptions of the mentor-beginning teacher relationship were conducted. Using repeated measures ANOVA, an examination of how the relationship changed over time was also conducted.

Additionally, the evaluation team explored the characteristics of beginning teachers and their relationship to student achievement (e.g., correlation analyses, nonparametric tests). This included characteristics such as self-efficacy, job satisfaction, and beliefs about pedagogy that were gauged from the beginning teacher survey. Other characteristics, such as level of education and level taught (i.e., elementary, middle, or high school), that were collected in a beginning teacher survey or extracted from TEA databases were also utilized.

2.3.6.3 Effectiveness of BTIM Program on Increasing Retention of Beginning Teachers (Evaluation Objective 3)

Beginning teacher retention rates among participating BTIM districts, from the year prior to implementation to the year following implementation were compared.¹⁸ This information yielded an important analysis because new teacher attrition may vary among important subgroups such as grade or subject area taught. Outcomes were disaggregated based on BTIM participation rates within campuses, such as the difference in impact based on the number of teachers participating in the program (e.g., low teacher participation rates versus high teacher participation rates). In addition, retention rates in the BTIM campuses were compared to national and state averages.

All quantitative data was supplemented via case studies. In the case study phase, attempts were made to interview teachers who choose to leave the profession to gain their perceptions of the degree to which mentoring (or lack thereof) influenced their decision to leave. Such analyses were supplemented by accessing national retention data and examining Texas statewide patterns.

Induction is a comprehensive process of sustained training and support for new teachers (Wong, 2005). To assess a beginning teacher's level of induction, items in the beginning teacher survey regarding orientation, mentoring, coaching, support activities, professional development opportunities, and observation of models of effective teaching were analyzed using descriptive statistics. To further examine the link between participation in the BTIM program and decisionmaking about the teaching profession by beginning teachers, the level of induction was quantified using items from the beginning teacher, mentor, and administrator

¹⁸ Retention is defined by Texas as teachers returning to the district as a whole. However, the definition of retention for the BTIM program is beginning teachers (i.e., those in their first or second year of teaching) that return to their campus.

surveys, and was co-varied with retention rates. The relationship between level of induction and beginning teacher retention was explored. Quantitative work was supplemented by qualitative information derived from case studies.

2.3.6.4 Sustainability and Cost of BTIM (Evaluation Objective 5)

Using extant data (AEIS, BTIM grant applications, and grantee progress reports) and administrator survey items, the evaluation team was able to describe cost breakouts across districts and its relationship to retention. The ICF team also examined the amount of extra duty pay offered and the method of distribution by grantees.

2.3.6.5 Training and Support of Administrators (Evaluation Objective 4)

Existing demographic information and surveys tailored for administrators were used to describe the characteristics of campus administrators. Additionally, administrator perspectives of and satisfaction with the mentor training program were assessed on the administrator survey. The survey also asked about the type of training that the administrators received regarding mentoring for beginning teachers. As with the mentor survey, descriptive analyses and content analyses of the administrator perceptions of training were conducted.

The survey data from multiple stakeholders were utilized to obtain a picture of administrator-initiated policies and practices. Stakeholder surveys had parallel sections that address whether there were recognizable policies and the degree to which they facilitated or hindered the mentor program. Decisions made regarding resources allocated to the program were also examined. Participants were asked if they felt they were given adequate time and opportunities to engage in the mentor-beginning teacher relationship, if mentors had adequate support to participate in training, and if administrators seemed to be appropriately engaged in the process. Case studies provided deeper descriptions of administrator support at the campus.

2.3.6.6 BTIM Impact on Mentor Teacher Job Satisfaction (Evaluation Objective 6)

Job satisfaction among mentors was examined using data from both the case studies and mentor survey. To assess if there were positive job satisfaction outcomes for BTIM mentors, they were asked whether they experienced positive outcomes from their role (e.g., resurgence in their commitment to the profession) or if the additional tasks proved to be a detriment to their work. Basic descriptive analyses on these items were conducted.

2.3.6.7 Differences Among Teachers Who Obtained Certification Through Traditional Versus Alternative Routes (Evaluation Objective 7)

Using beginning teacher surveys and case study data, an assessment of how teachers obtained their certification was conducted. All beginning teacher survey analyses were then disaggregated into respective subgroups and analyzed via inferential and nonparametric statistics.

In the following chapters of the report, research findings on the effectiveness of the BTIM program on increasing beginning teachers' retention, as well as findings on training and supporting mentor teachers and administrators, are presented. Findings related to the sustainability and cost of the BTIM program for Cycle 1 grantees, job satisfaction of mentors, and the experience of beginning teachers from non-traditional backgrounds also are discussed. Findings derived from the case studies are incorporated in each of the research findings chapters both in summary text boxes and within relevant sections.

Chapter 3. Selection, Support, and Training of Mentor Teachers

Mentor teachers were invited to complete an online survey to identify the processes used to select and support mentors for BTIM participation.¹⁹ The survey assessed perceptions of the mentor training, including the content covered, length of training, and satisfaction with the training. The survey also captured demographic information about mentor teachers that was not available through existing databases (e.g., PEIMS) and affective characteristics, such as mentoring self-efficacy, beliefs about teaching and learning, and perceptions of mentoring effectiveness. In addition, campus administrator responses to the BTIM survey were used to assess the selection criteria and campus support for mentor teachers.

In this chapter, the role of the mentor teachers in the BTIM program is discussed. Background characteristics, as well as the selection, support, and training of mentor teachers is presented. The experiences of mentors are also discussed.

This chapter addresses the following questions:

- What are the professional, demographic, and affective characteristics of mentor teachers?
- How are mentor teachers selected for participation in the program?
- What supports are provided for mentor teachers?
- What are mentor perceptions of the effectiveness of and satisfaction with their training programs?

3.1 Characteristics of Mentor Teachers

The mentor teachers had a variety of backgrounds and experiences in terms of their certification area and teaching experience. The majority of mentors (99%) were certified to teach in Texas and 42% taught at the middle school level. The mentor teachers taught primarily in two areas. Approximately 50% of all mentor teachers reported teaching language arts and 48% reported teaching math. Less than 2% are currently retired from teaching.

Demographic information about mentor teachers was accessed from the PEIMS for the 2007-08 school year. According to PEIMS, the majority of mentor teachers (72%) held bachelor's degrees and 27% held a master's degree or a doctorate. Seventy percent of mentors had six or more years of teaching experience and 28% had two to five years of teaching experience. Over 80% of mentors were female. Mentors were White (60%), Hispanic (27%), or African-American (12%). Appendix D provides greater detail about the mentor teachers' demographic characteristics.

In addition to professional and demographic characteristics, the mentor survey collected information about affective characteristics. This includes beliefs about teaching and learning, mentoring self-efficacy, and perceptions of effective mentor characteristics.

¹⁹ The mentor survey was voluntary. Survey invitations were sent via e-mail to 2,462 mentors and 1,695 completed the survey (69% survey response rate). However, this original number of mentor teachers may not be accurate since the districts identified mentor teachers and errors were reported in classification by teachers. That is, some teachers identified by the districts as a mentor indicated on the survey or via e-mail that they were not a mentor.

Beliefs about Teaching and Learning

The mentor survey included 12 items that measured teacher beliefs related to constructivist and traditional approaches to teaching and learning.²⁰ These items were adapted from the *Teacher Beliefs Survey* (Woolley, Benjamin, and Woolley, 2004). Constructivist items focus on student ability to construct knowledge and meaning from their experiences in the classroom (e.g., “I believe that expanding on students’ ideas is an effective way to build my curriculum”), and the traditional items focus on the teacher imparting knowledge and assessing students in traditional ways (e.g., “I base student grades primarily on homework, quizzes and tests”). Mentors rated their responses on a five-point scale, where one indicated “Strongly Disagree” and five indicated “Strongly Agree.” Mentors tended to rate their beliefs as constructivist (average rating = 3.97), but also had elements of traditional beliefs about teaching and learning (average rating = 2.92).

Mentoring Self-Efficacy

Self-efficacy is the “belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995, p.2). The mentor survey focused on situations specific to the mentoring process. Ten items assessed mentoring self-efficacy, including perceived impact on a beginning teacher’s instructional and classroom management practices and influence on professional growth. Examples of items on this scale include “How much can you do to help a beginning teacher who is struggling?” and “To what extent do you have the necessary skills to be an effective mentor?” Mentors marked their responses on a five-point scale, with one indicating “Nothing” and five indicating “A great deal.” Higher mean scores (near 5) represent a high level of mentoring self-efficacy, whereas low scores (near 1) represent low levels of mentoring self-efficacy. Overall, mentors had a high self-efficacy rating (average rating = 4.14) and believed they were effective in helping beginning teachers improve their teaching skills.

Perceptions of Effective Mentor Characteristics

The 20 items of this section of the mentor survey were based on the National Education Association Foundation’s evaluation of national mentor programs description of effective mentor qualities. Items assessed perceptions of attitude and character (e.g., “I am willing to be a role model for other teachers”), professional competence and experience (e.g., “I am willing to receive training to improve my mentoring skills”), communication skills (e.g., “I offer critiques in positive and productive ways”), and interpersonal skills (e.g., “I know how to express care for a beginning teacher’s emotional needs”). The mentors were asked to rate their level of agreement with each statement, using a five-point Likert scale, anchored from 1=“Strongly Disagree” to 5=“Strongly Agree.”

Mentors rated themselves highly in terms of effective mentor characteristics, with highest ratings on the attitude and character score (average rating = 4.64) and the lowest ratings on the communication skills score (average rating = 4.48). Table 3.1 presents a summary of mentor self-perceptions.

²⁰ Constructivism is a theoretical perspective that proposes that learners construct (rather than absorb) a body of knowledge from their experiences (Ormrod, 2006).

Table 3.1: Mentor Self-Perceptions		
	Mean	Standard Deviation
Beliefs About Teaching and Learning		
Constructivist Score (n=1,674)	3.97	0.47
Traditional Score (n=1,675)	2.92	0.63
Mentoring Self-efficacy (n=1,684)	4.14	0.51
Perceptions of Effective Mentor Characteristics		
Attitude and Character Score (n=1,672)	4.64	0.42
Professional Competence and Experience Score (n=1,673)	4.50	0.43
Communication Skills Score (n=1,664)	4.48	0.45
Interpersonal Skills Score (n=1,673)	4.52	0.49

Source: BTIM Mentor Survey

3.2 Selection of Mentor Teachers

The selection of high-quality mentor teachers is often cited as one of the many factors affecting the success of a beginning teacher induction program (Whisnant et al., 2005). Administrators were asked the specific characteristics that guided mentor selection for their BTIM program. The majority of administrators surveyed reported a demonstrated ability to model best practice instructional strategies (86%) and the ability to work collaboratively (85%) as the two characteristics that guided mentor selection. Other factors

guiding mentor selection included accessibility and responsiveness to the concerns, progress, and questions of new teachers (84%); demonstrated effectiveness in ensuring high levels of achievement for all students (80%); and good communication skills (74%).

Site Visit Data

Summary site visit data support the findings from the Administrator Survey regarding the selection of mentors. Administrators interviewed during the site visits reported that experience, proven track record, and leadership skills were key determinants for selecting mentors. The administrators further revealed that they sought teachers who expressed a willingness to participate.

Site Visit Data

While administrators reported that subject area and same grade level experience were not key factors for selecting mentors, summary site visit data reveal that mentors and beginning teachers from all districts stressed the importance of teaching the same subject and having a common planning period because it allowed them to share lessons and meet more often.

The least reported characteristics that guided mentor selection were experience in the same subject area (57%) and experience in the same grade level (52%). This is interesting to note, as Johnson et al. (2005) suggest that beginning teacher mentoring is most effective for new teachers when they are matched with a mentor who teaches the same grade and subject area. Further, matching beginning teachers with mentors teaching the same subject area has been shown to significantly reduce the risk of new teacher attrition by approximately 30% (Smith & Ingersoll, 2004).

Campus administrators also reported “other” characteristics that guided mentor selection, including demonstrated leadership ability, willingness to serve as a mentor, and participation in mentor training. Site visit interviews and focus groups revealed that principals often approached mentor teachers and asked for their participation in the mentoring program; although, in some instances, mentors volunteered or were assigned to participate in the program. The districts also reported that all beginning teachers were required to participate in the program. It was noted in many districts that this was especially beneficial for alternatively certified beginning teachers because having a mentor during their first year was a mandatory requirement of their preparation program.

The characteristics that guided mentor selection varied by community type. As depicted in Table 3.2, administrators in urban, suburban, and town/rural districts differed in the type of characteristics they used to select mentors for program participation. The variations in characteristics identified by administrators included:

- Administrators in urban districts (as compared to their counterparts) reported that a guiding characteristic for mentor selection was demonstrating the ability to model best instructional practices.
- Suburban and town/rural administrators were more apt to indicate they sought mentors possessing good communication skills and with experience in the same subject area as the beginning teacher.
- Administrators in suburban districts (as compared to those in urban or rural districts) reported that they wanted mentors to exemplify the interpersonal skills of caring, kindness and understanding.
- Town/rural administrators when contrasted to urban and suburban administrators were more inclined to want mentors with the ability to use data to guide decisionmaking and continuous improvement.

Site visit data showed those specific characteristics that guided mentor selection for the BTIM program also influenced matching between mentors and beginning teachers. The most commonly cited factor that principals used to make matches was teaching the same subject. Principals also tried to match pairs that taught the same grade. In elementary schools, teaching the same grade was the most important factor since the same subjects were taught in each grade by all teachers (with the exception of music and physical education). Common planning periods, classroom proximity, personality, and teaching philosophies also were considered. Principals noted that it was harder to match on personality and teaching philosophies since they did not know the beginning teachers well.

Mentors and beginning teachers across all six districts selected for the site visits stressed the importance of teaching the same subject. Mentor-beginning teacher pairs also preferred to have their classrooms in close proximity because it facilitated greater interaction, as mentor teachers were easily accessible when beginning teachers had questions.

Table 3.2: Characteristics that Guided Mentor Selection by Community Type²¹

Characteristic	Administrators in Urban Districts (n=98)	Administrators in Suburban Districts (n=131)	Administrators in Town/Rural Districts (n=69)
Be readily accessible and responsive to the new teacher's concerns, progress, and questions	86%	86%	86%
Demonstrate effectiveness in ensuring high levels of achievement for all students	82%	82%	84%
Demonstrate the ability to maintain confidentiality	58%	60%	59%
Demonstrate the ability to model best practice instructional strategies	81%	90%	91%
Demonstrate the ability to work collaboratively	86%	89%	86%
Exemplify the interpersonal skills of caring, kindness, and understanding	70%	78%	70%
Experience in the same grade level	49%	51%	59%
Experience in the same subject area	51%	57%	57%
Have a minimum of 3 years of teaching experience with a superior record of improving student performance	71%	74%	70%
Possess good communication skills	72%	80%	80%
Use data to guide decisionmaking and continuous improvement	58%	59%	67%
Other	1%	<1%	<1%

Source: BTIM Administrator Survey; PEIMS 2007-08

3.3 Campus Support for Mentor Teachers

Mentor teachers were asked about the supports provided to them through the BTIM program. They were asked how the campus facilitated their contact with beginning teachers. Approximately 82% of mentors reported that meetings between mentors and beginning teachers were scheduled individually by the parties involved. Over half of the mentors surveyed (62%) indicated the campus provided release time for observations and slightly less than half reported the campus allowed for common planning/preparation time. Less than 40% reported that the campus scheduled meetings for mentors and beginning teachers, while about 29% indicated release time was provided for mentor-beginning teacher conferencing. Additionally, only a quarter of mentors surveyed indicated the campus provided time during staffing-service days for mentor-beginning teacher collaboration and training. Table 3.3 provides a summary of mentor-beginning teacher supports provided by the campus.

Site Visit Data

Summary site visit data reveal that campus support for mentor teachers was largely dependent on the principal and if there was a lead mentor or school facilitator position.

²¹ Where survey respondents were asked to “select all that apply,” percentages add to more than 100%.

Table 3.3: Methods for Facilitating Mentor-Beginning Teacher Contact Provided by the Campus (n=1,695)	
Method	Percentage of Mentors
Meetings between mentors and beginning teachers are scheduled individually by the parties involved	82%
Release time for observation provided	62%
Common planning/preparation time scheduled	44%
Campus scheduled meetings for mentors and beginning teachers	38%
Release time for conferencing provided	29%
Time during staff in-service days for mentor/ beginning teacher collaboration and training	25%
Other	7%

Source: BTIM Mentor Survey

3.4 Training for Mentor Teachers

Mentor teachers were asked to rate the effectiveness of their training programs and their satisfaction with the training provided. The survey posed questions related to training format, topics covered, perceived training quality, and the helpfulness of the mentor training sessions. Site visits also provided information about the types of mentor training conducted at the six case study districts. Appendix F provides more information about the curriculum that was selected and the provider of the mentor training services.

Mentor Training Format

Face-to-face training was the format most mentor teachers reported experiencing through their participation in the BTIM program, with over 90% of mentors reporting this delivery mode. Approximately five percent of mentors listed their training format as “Other” and 4.6% reported participating in online training.

Site visit data illustrate the other training formats, with some districts bringing in an external trainer (i.e., the regional ESC) and others using in-house training methods, such as a “train the trainer” model where the district mentoring coordinator trained master mentors, the master mentors trained campus mentors, and campus mentors provided support to the beginning teachers.

Mentor Training Topics

Mentors received training to assist beginning teachers in establishing effective teaching practices. Districts varied in the curriculum selected for mentor training. To assess the topics covered during mentor training, mentors were asked to respond to a series of survey items. The most widely cited training topics pertain to helping beginning teachers establish effective teaching practices included classroom management, instructional techniques, motivation of student learning, professional development for beginning teachers, and assessment strategies. Table 3.4 presents a summary of these training topics.

Table 3.4: Topics Covered During Mentors' Training Sessions Helping Beginning Teacher Establish Effective Teaching Practices (n=1,695)	
Topic	Percentage of Mentors
Classroom management	82%
Instructional techniques	78%
Assessment strategies	69%
Motivation of student learning	69%
Professional development for beginning teachers	69%
Lesson planning	65%
Communication with parents	64%
Teaching diverse students	59%
Human development	49%
Other	9%

Source: BTIM Mentor Survey

Not only did mentor teachers receive training to help strengthen beginning teachers' skills, they also received training on effective mentoring strategies. Establishing a positive relationship with a beginning teacher and providing constructive feedback were the most frequently presented topics pertaining to becoming an effective mentor. Table 3.5 presents a summary of these training topics.

Table 3.5: Topics Covered During Mentors' Training Sessions Becoming an Effective Mentor (n=1,695)	
Topic	Percentage of Mentors
Establishing a positive relationship with a beginning teacher	87%
Providing constructive feedback	87%
Developing observation skills	84%
Developing listening skills	83%
Developing coaching skills	82%
Other	3%

Source: BTIM Mentor Survey

Quality of Mentor Training

Mentors were asked to rate the overall quality of mentor training they received as part of the BTIM program. They were asked to rate the mentor training as "Excellent," "Good," "Adequate," or "Poor." Over 40% of all mentors surveyed rated their mentor training as "Excellent," with 39% rating their training as "Good." Approximately 12% of mentors found their training "Adequate" in quality and less than three percent rated the training as "Poor." Mentors interviewed during the site visits reported that they enjoyed the trainings, but would have liked to have more information or direct instruction about their responsibilities as mentors and the required paperwork.

Helpfulness of Mentor Training

Mentor teachers were asked if the training they received was helpful in developing their role as a mentor. They were asked to rate the helpfulness of the training as “Yes, very helpful,” “Somewhat helpful,” or “No, not helpful.” Sixty-one percent of mentor teachers found the training to be very helpful. Approximately 30% found the training “Somewhat helpful” and less than four percent did not find the training to be helpful in developing their role as a mentor.

3.5 Summary of the Selection, Support, and Training of Mentor Teachers

This chapter examined the characteristics of mentor teachers as well as the selection of mentor teachers for participation in the BTIM program and the campus-level supports provided for mentors. In addition, it presented the mentor perceptions of effectiveness and satisfaction with their mentor training. The data sources utilized in this chapter include surveys, existing TEA databases, and site visits.²²

Mentor teachers provided information about their background and certification:

- The majority of mentors (99%) were certified to teach in Texas,
- Less than half of mentors (42%) taught at the middle school level, and
- Half of all mentor teachers (50%) reported teaching language and nearly half (48%) reported teaching math.

Demographic information about mentor teachers accessed from PEIMS for the 2007-08 school year revealed:

- The majority of mentors (72%) held Bachelor’s degrees and 27% held a Master’s degree or doctorate,
- Seventy percent of mentors had six or more years of teaching experience, and
- Mentors were predominately White (60%) and female (80%).

Campus administrators provided information about the selection of mentor teachers for participation in the BTIM program. The characteristics that guided mentor selection included:

- A demonstrated ability to model best practice instructional strategies,
- The ability to work collaboratively,
- Accessibility and responsiveness to the concerns, progress, and questions of new teachers,
- Demonstrated effectiveness in ensuring high levels of achievement for all students, and
- Good communications skills.

Summary site visit data illustrate that principals often approached mentor teachers and asked them to participate in the program. Additionally, while administrators did not rate experience teaching the same subject area as a key component in making mentor-beginning teacher matches, site visit data revealed that mentors and beginning teachers thought it was important.

²² Data collected through surveys and site visits are self-report and may be inaccurate due to such as recall or “satisfying.” Chapter 8 provides greater detail about the limitations of self-report data.

Mentor teachers reported how the campus facilitated their contact with beginning teachers:

- The majority of mentors (82%) reported that meetings between mentors and beginning teachers were scheduled individually by the parties involved.
- Over half of the mentors (62%) indicated the campus provided release time for observations.
- Slightly less than half of mentors (44%) reported the campus allowed for common planning/preparation time.

Mentors were asked to rate the effectiveness of their training programs and their satisfaction with the training provided. Overall, mentor teachers had positive perceptions of the mentor training:

- Over 75% of the mentors rated their mentor training as “excellent” or “good.”
- Over 60% found the training to be helpful in their role as a mentor.

Mentors were also asked about the content provided to them in the mentor training. The mentor training content designed to help beginning teachers establish effective teaching practices focused on:

- Classroom management,
- Instructional techniques,
- Assessment strategies,
- Motivation of student learning, and
- Professional development for beginning teachers.

The content pertaining to effective mentoring strategies focused on:

- Establishing a positive relationship with a beginning teacher, and
- Providing constructive feedback.

Site visit data indicate that mentors would have liked to have more information or direct instruction about their responsibilities as mentors and the required paperwork.

Chapter 4. Mentor-Beginning Teacher Relationship

Beginning teachers (those in their first or second year of teaching) completed an online survey.²³ The survey assessed job satisfaction and perceptions of the mentor-beginning teacher relationship, including the frequency and types of activities between mentors and beginning teachers. The survey also captured demographic information about beginning teachers that was not available through existing databases (e.g., PEIMS) and affective characteristics, such as teacher self-efficacy, and beliefs about teaching and learning. Mentor teacher responses to similar survey items are presented to identify similarities and differences in perceptions of the mentor-beginning teacher relationship.²⁴

In this chapter, the experiences and activities between mentors and beginning teachers are presented. The characteristics of beginning teachers, the nature of the mentor-beginning teacher relationship, and the support provided to beginning teachers are all discussed.

This chapter addresses the following questions:

- What are the professional and demographic characteristics of beginning teachers?
- What type of relationship did the beginning teacher have with his/her mentor? How did that relationship change over time?
- What was the extent to which mentors and their beginning teachers engaged in structured, collaborative activities to support student achievement?
- How have mentor-beginning teacher experiences/activities changed over time?
- To what extent did the mentors provide support and professional development for beginning teachers (e.g., assisting beginning teachers to prepare students for the TAKS)?
- To what extent did mentors prepare beginning teachers for performance appraisals?
- What are the barriers and facilitators to the development of an effective mentoring relationship?
- What are the differences in beliefs about teaching and learning?

4.1 Characteristics of Beginning Teachers

Understanding the many backgrounds and characteristics of beginning teachers is crucial to investigating the effectiveness of the BTIM program. The majority of beginning teachers were certified to teach in Texas (67%). The other 33% were working toward their Texas teaching certification. Of those certified, 59% received their certification through an alternative

²³ The beginning teacher survey was voluntary. Survey invitations were sent via e-mail to 3,345 beginning teachers and 1,602 completed the survey (48% survey response rate). However, this original number of beginning teachers may not be accurate (an underestimate) since the districts identified beginning teachers and errors were reported in classification by teachers. That is, some teachers identified by the districts as a beginning teacher indicated on the survey or via e-mail that they were not a beginning teacher.

²⁴ The survey aimed to receive responses from all BTIM administrators, mentors and beginning teachers. However, it was not a requirement for BTIM Cycle 1 to respond to the evaluation survey. (Additionally, no incentives to respond were provided to potential survey respondents.) As a result, respondents self-selected whether to participate in the survey. In any self-report survey, there is the potential for inaccuracy due to issues such as recall (e.g., not remembering events or not having the information to respond to the question). There may also be issues with self-disclosure and an element of “satisfying” where respondents are overly positive in their ratings because they perceive that is what the evaluators want to hear (Podsakoff and Organ, 1986). Additionally, the survey could not link mentor and beginning teacher pairs. Further details on limitations of the evaluation are presented in Chapter 8.

certification program (ACP), 30% received their certification through a college/university undergraduate certification program, and 10% received their certification through a college/university post-bachelor certification program. Eighty-seven percent of beginning teachers held a bachelor's degree and 11% held a master's degree or a doctorate. Additionally, 72% of the beginning teachers taught at the middle or high school levels (grades 6-12).

Demographic information about beginning teachers was accessed from PEIMS for the 2007-08 school year. The demographics were similar to their mentor counterparts in that 75% of beginning teachers were female, 55% were White, 29% were Hispanic, and 14% were African-American. Appendix D presents additional demographic information about the beginning teachers' characteristics.

In addition to professional and demographic characteristics, the beginning teacher survey collected information about (a) job satisfaction, (b) beliefs about teaching and learning, and (c) teacher self-efficacy.

Job Satisfaction

The five job satisfaction items are adapted from Ho and Au's *Teacher Satisfaction Survey*. The items focused on job satisfaction in the teaching profession (e.g., "So far, my career as a teacher has been rewarding"). Beginning teachers were asked to rate their agreement with each statement on a five-point scale, where one indicated "Strongly Disagree" and five indicated "Strongly Agree." Overall, beginning teachers had high levels of job satisfaction (average rating = 3.95)

Beliefs about Teaching and Learning

The beginning teacher survey included 12 items that measured teacher beliefs related to constructivist and traditional approaches to teaching and learning. The same items were included on the mentor survey (see Chapter 3 for more details). Beginning teachers rated their responses on a five-point scale, where one indicated "Strongly Disagree" and five indicated "Strongly Agree." Beginning teachers tended to rate their beliefs as both constructivist (average rating = 3.89) and traditional (average rating = 3.23).

Teacher Self-Efficacy

The beginning teacher survey focused on situations specific to being a teacher. The items are adapted from Tschannen-Moran and Hoy's *Teacher's Sense of Efficacy Scale (TSES) – Short Form*. Twelve items assessed teacher self-efficacy, including perceived efficacy in student engagement (e.g., "How much can you do to get students to believe they can do well in school work?"), efficacy in instructional strategies (e.g., "How well can you implement alternative strategies in your classroom?"), and efficacy in classroom management (e.g., "How much can you do to get students to follow classroom rules?"). Beginning teachers rated their responses on a five-point scale, with one indicating "Nothing" and five indicating "A great deal." Higher scores (near 5) represent a high level of teacher self-efficacy, whereas low scores (near 1) represent low levels of self-efficacy. Beginning teachers had a high teacher self-efficacy rating in classroom management (average rating = 4.17), instructional strategies (average rating = 4.14), and student engagement (average rating = 3.99). Table 4.1 presents a summary of beginning teacher self-perceptions. Generally, by the time participating beginning teachers were surveyed in May, most of the teachers had relatively high beliefs that they could engage students, help students learn, and manage the classroom effectively.

Table 4.1: Beginning Teacher Self-Perceptions		
	Mean	Standard Deviation
Job Satisfaction (n=1,584)	3.95	0.78
Beliefs About Teaching and Learning		
Constructivist Score (n=1,556)	3.89	0.48
Traditional Score (n=1,556)	3.23	0.63
Teacher Self-Efficacy		
• Efficacy in Classroom Management (n=1,571)	4.17	0.63
• Efficacy in Instructional Strategies (n=1,571)	4.14	0.56
• Efficacy in Student Engagement (n=1,571)	3.99	0.78

Source: BTIM Beginning Teacher Survey

4.2 Perceptions of the Mentor-Beginning Teacher Relationship²⁵

Mentors and beginning teachers were asked to characterize their professional relationship as either “Excellent,” “Good,” “Adequate,” or “Poor.” Overall, both mentors and beginning teachers rated their professional relationship favorably. Nearly two-thirds of both mentors and beginning teachers perceived their relationships as “Excellent,” though more beginning teachers than mentors were dissatisfied with their professional relationships. Table 4.2 provides a summary of mentor and beginning teacher perceptions of their professional relationship.

Table 4.2: Overall Mentor and Beginning Teacher Perceptions of Professional Relationship		
Response	Mentors (n=1,643)	Beginning Teachers (n=1,602)
<i>Excellent</i>	68%	64%
<i>Good</i>	28%	21%
<i>Adequate</i>	3%	9%
<i>Poor</i>	1%	6%

Source: BTIM Mentor Survey; Beginning Teacher Survey

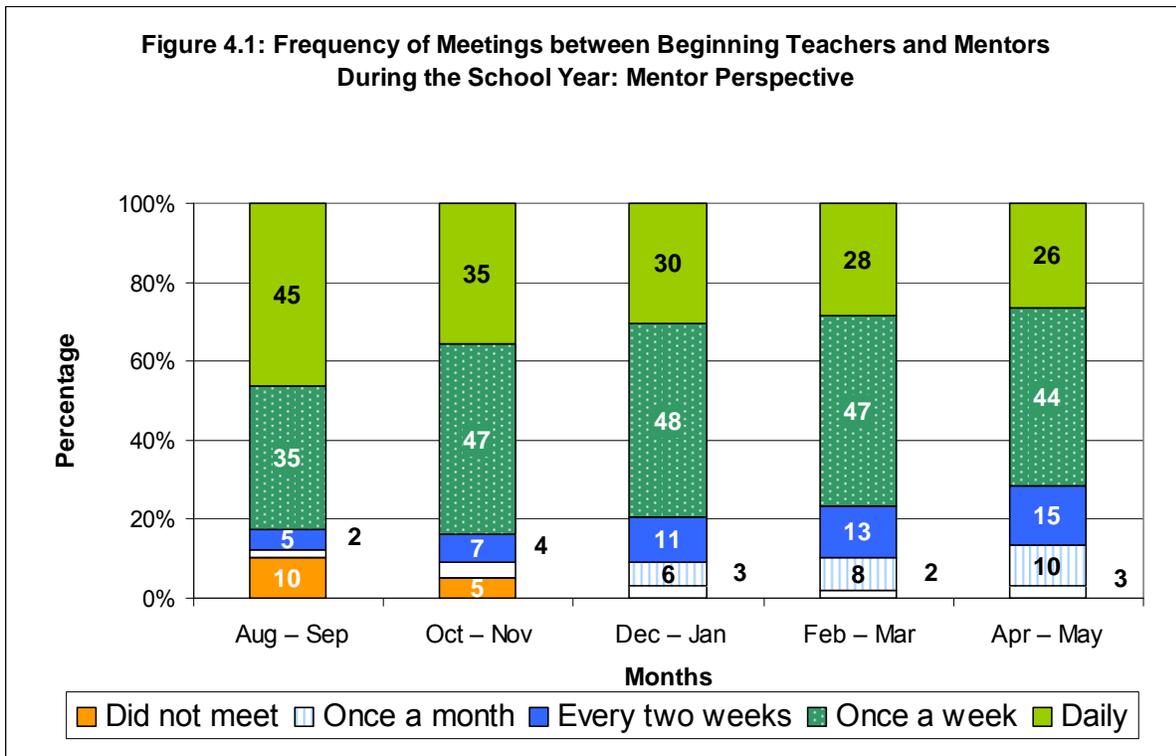
Mentors and beginning teachers were also asked questions to gauge how their experiences and activities changed over time. Both mentors and beginning teachers were asked how often they met during the school year: “Daily,” “Once a week,” “Every two weeks,” “Once a month,” or “Did not meet.” Overall, mentors and beginning teachers typically met once a week throughout the school year. Beginning teachers were more likely than mentors to report that they met once a month or that they did not meet. Site visit data support these findings, as mentor-beginning teacher pairs reported they met formally and informally with frequencies ranging from daily to biweekly. Figure 4.1 illustrates the mentors’

Site Visit Data

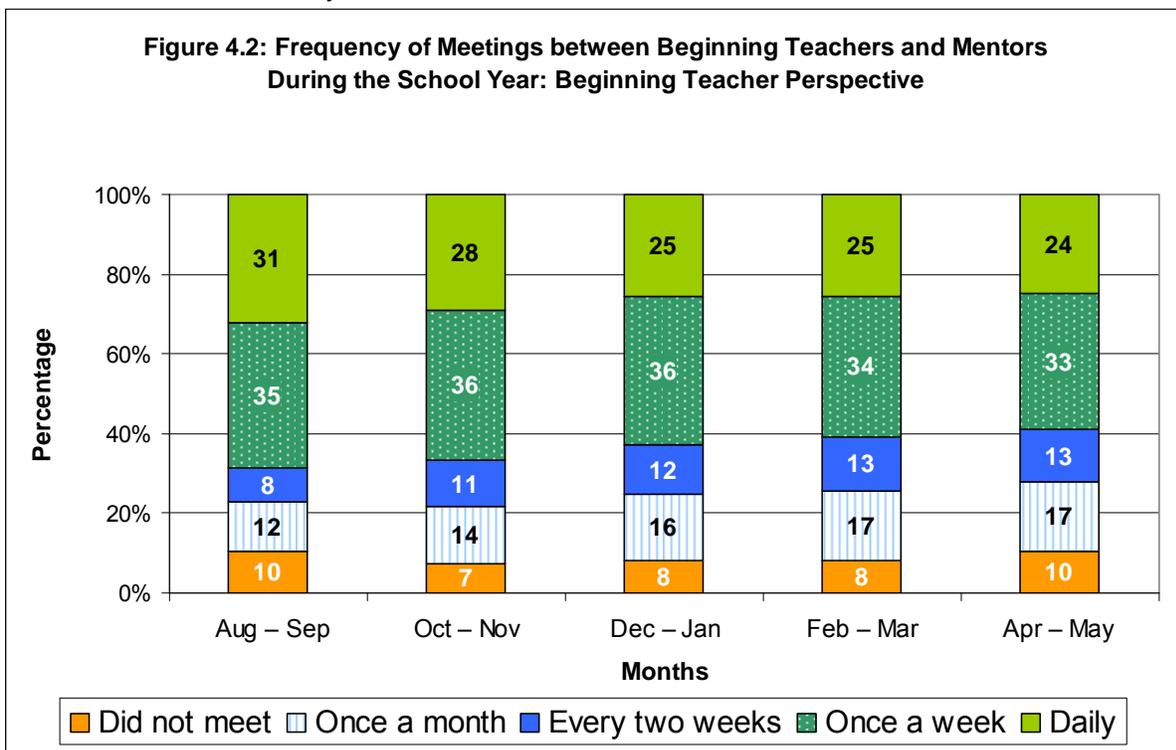
Summary site visit data suggest that the proximity of the mentor and beginning teachers’ classrooms influenced the frequency with which the pairs met. When classrooms were closer together, the amount of face-to-face contact between them increased.

²⁵ The mentor and beginning teacher data are not paired. The findings represent perceptions of the relationship based on self-reported survey data for both beginning teachers and mentors.

perspective as to how often beginning teachers and mentors met during the school year and Figure 4.2 illustrates the beginning teachers' perspective of the frequency of meetings.

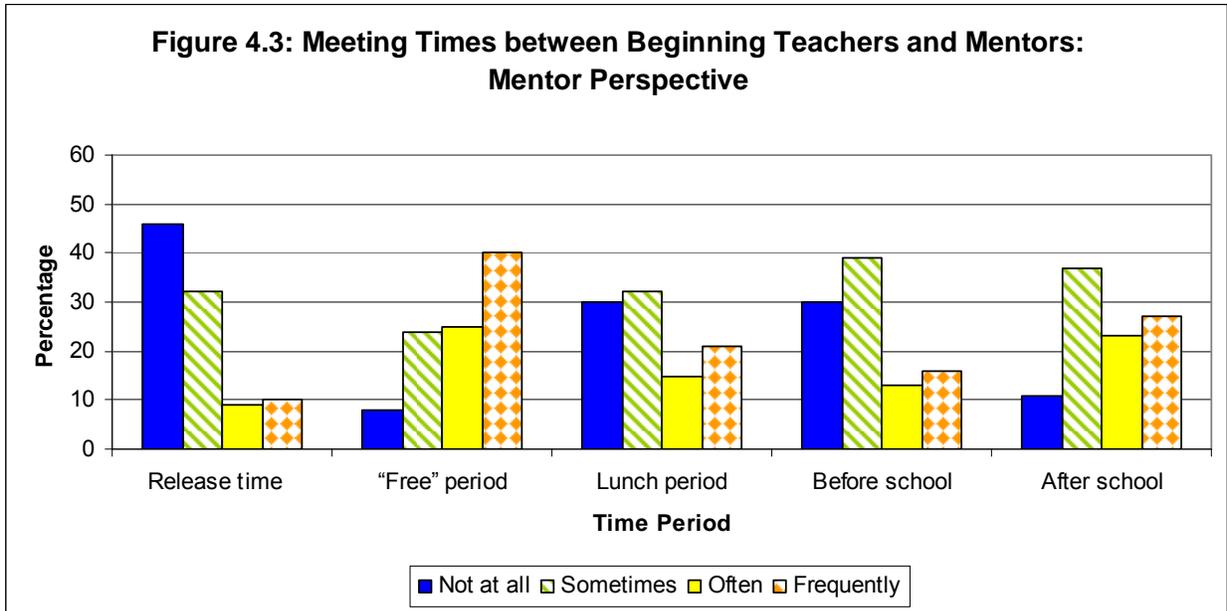


Source: BTIM Mentor Survey

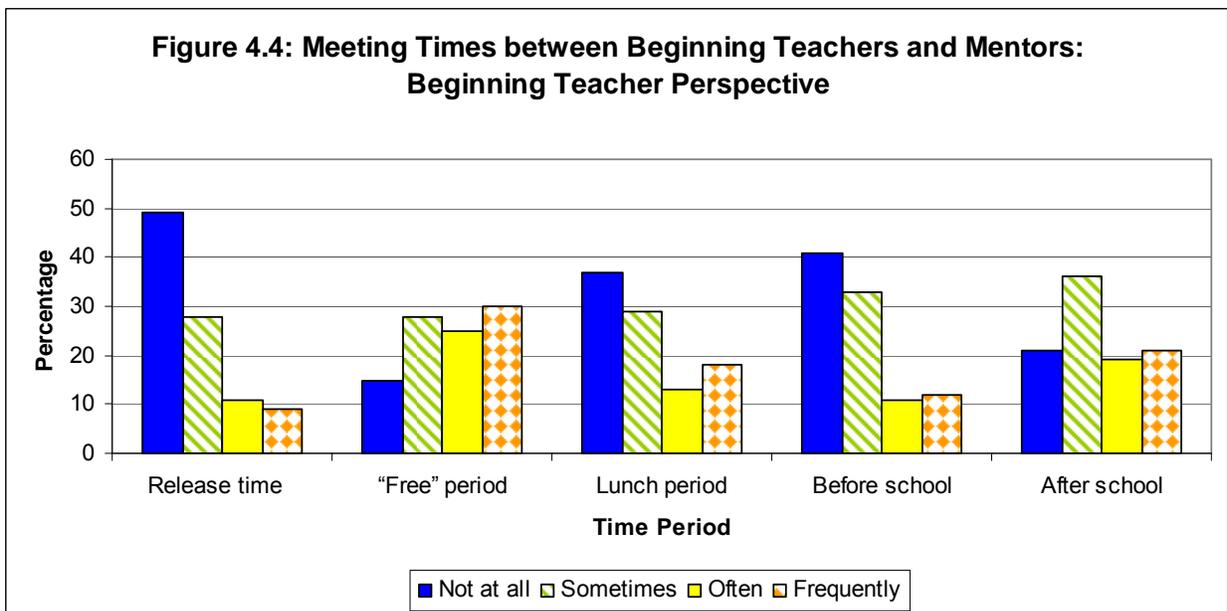


Source: BTIM Beginning Teacher Survey

Mentors and beginning teachers also were surveyed on when they met during the school day. Both were asked if they met during “Release time,” “Free period,” “Lunch period,” “Before school,” and “After school.” In addition, they were asked how frequently they met during those times (“Frequently,” “Often,” “Sometimes,” or “Not at all”). Mentors and beginning teachers responded similarly that they “Frequently” met during their “Free period.” They also reported that they seldom met during “Release time.” Mentors were more likely than beginning teachers to report that they sometimes met during lunch, before school, or after school. Figure 4.3 illustrates the mentor perspectives and Figure 4.4 illustrates the beginning teacher perspectives on when they met and how frequently.



Source: BTIM Mentor Survey



Source: BTIM Beginning Teacher Survey

Site visits show that meetings and observations were the two main activities conducted by all mentor-beginning teacher pairs. As reflected in the mentor and beginning teacher survey findings, proximity of classrooms influenced the frequency with which the pair met. If the pair's classrooms were close to each other, they could meet on a daily basis. Conversely, if the pair's classrooms were far away, they could not meet informally on a regular basis and often relied on e-mails and phone calls to communicate with each other. During the meetings, the pairs would discuss a wide variety of topics including planning, instructional and classroom management techniques, campus policies and procedures, and general advice.

Site visit data confirms that mentors also observed their beginning teachers as part of the BTIM program. After each observation, the pair met to discuss the mentor's feedback. In some cases, the beginning teachers also had an opportunity to observe the mentor or other teachers within the campus. As a result, the beginning teachers learned valuable classroom management strategies, ideas for innovative lesson plans, and differentiated instruction techniques.

Participation in these activities positively affected the mentors and beginning teachers. Mentors reported learning new ideas for lesson plans from their beginning teachers. They also stated that they learned how to communicate effectively and share ideas with their beginning teachers. Mentors provided beginning teachers with valuable information and advice (e.g. classroom management, campus policies, etc.). Many mentors commented that they noticed an improvement in their beginning teachers' classrooms, especially in classroom management.

4.3 Mentor Support for Beginning Teachers

Mentors and beginning teachers were asked to respond to a series of survey items regarding the support and professional development provided by mentors to beginning teachers. Members of both groups were asked to rate their level of agreement with each statement, on a five-point scale ranging from "Strongly Agree" to "Strongly Disagree." Overall, both mentors and beginning teachers responded positively, indicating an adequate amount of support was provided by the mentors to the beginning teachers participating in the BTIM program. The mentor and beginning teacher perceptions of support provided by mentors is discussed. Figure 4.5 provides a summary of these perceptions.

Are Beginning Teachers Comfortable Discussing Difficult Teaching Problems?

- The majority of mentor teachers perceived that beginning teachers were comfortable coming to their mentor with difficult teaching problems, with approximately 90% responding that they either "Agree" or "Strongly Agree" with this statement.
- Almost 85% of beginning teachers reported that they felt comfortable discussing difficult teaching problems with their mentors, with over half strongly agreeing with this statement.

Do Mentors Provide Constructive Feedback?

- More than 97% of mentor teachers agreed or strongly agreed that mentors provide constructive feedback.
- Eighty-five percent of beginning teachers agreed or strongly agreed that mentors provide constructive feedback.

Are Mentors Open to Learning New Teaching Strategies?

- The majority of mentors (98%) reported openness to learning new teaching strategies.
- Beginning teachers responded similarly, with approximately 80% agreeing or strongly agreeing with the statement.

Do Mentors Help Beginning Teachers with Lesson Planning?

Beginning teachers were mixed on their perceptions of mentor support related to lesson planning.

- More than half of beginning teachers (62%) either strongly agreed or agreed with this statement.
- Almost 20% of beginning teachers disagreed or strongly disagreed, reporting that mentors did not help them with lesson planning.

Mentor teachers also varied, but to a lesser extent, on their perceptions of lesson planning support.

- Approximately 75% agreed or strongly agreed that they helped beginning teachers in their lesson planning.
- Ten percent disagreed or strongly disagreed with the statement.

Do Mentors Provide Guidance on Communicating with Parents?

- The majority of mentors (87%) agreed or strongly agreed that mentors provided guidance on communicating with parents.
- Seventy-two percent of beginning teachers agreed or strongly agreed with the statement.

Do Mentors Explain Campus Policies?

Mentor teachers are often seen as a “local guide” for the beginning teacher, providing them with information about campus policies, practices, and norms.

- Over 90% of mentor teachers agreed that they explained campus policies to their beginning teachers.
- Approximately 70% of beginning teachers responded similarly and agreed that their mentor explained campus policies.
- About 14% of beginning teachers disagreed with this statement, indicating their mentor did not review campus policies.

Do Mentors Provide Guidance in Finding Professional Development Activities?

- The majority of mentors (70%) reported that mentors provided guidance in finding professional development opportunities.
- More than half of beginning teachers (62%) reported that mentors provided guidance in finding professional development opportunities.
- Less than 10% of mentors responded that they did not provide guidance to their beginning teachers in locating professional development activities.
- Eighteen percent of beginning teachers responded that mentors did not provide guidance in finding professional development opportunities.

Do Mentors Provide Guidance on Effective Classroom Management?

Classroom management is a key issue for the beginning teacher.

- Over 90% of mentors agreed or strongly agreed that mentors provided guidance on effective classroom management techniques.
- Over 78% of beginning teachers strongly agreed or agreed that mentors provided guidance on effective classroom management techniques.
- Less than 2% of mentors and about 9% of beginning teachers reported that mentors did not provide guidance on classroom management.

Do Mentors Help Connect Class Activities to the TAKS?

- The majority of mentors (77%) and beginning teachers (64%) reported that mentors helped connect class activities to the TAKS.
- Approximately 13% of beginning teachers reported that their mentor did not help connect class activities to the TAKS, whereas 6% of mentor teachers disagreed with the statement.

Do Mentors Provide Tips on Instructional Techniques?

- A majority of mentor teachers (95%) reported that they provided beginning teachers with tips on instructional techniques.
- About 80% of beginning teachers responded that their mentor provided them with tips on instructional techniques.
- Approximately 9% of beginning teachers disagreed with this statement and stated that their mentor did not provide guidance on instructional techniques and less than 2% of mentor teachers responded similarly.

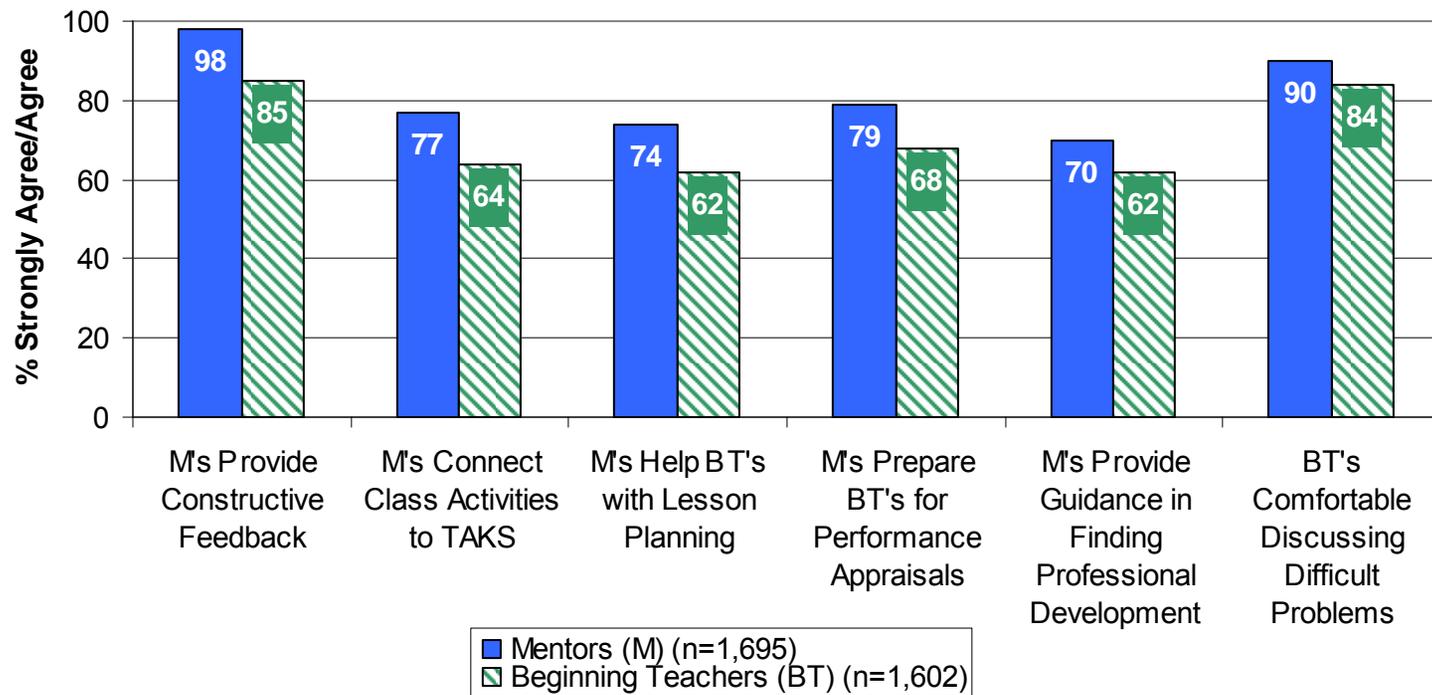
Do Mentors Provide Emotional Support?

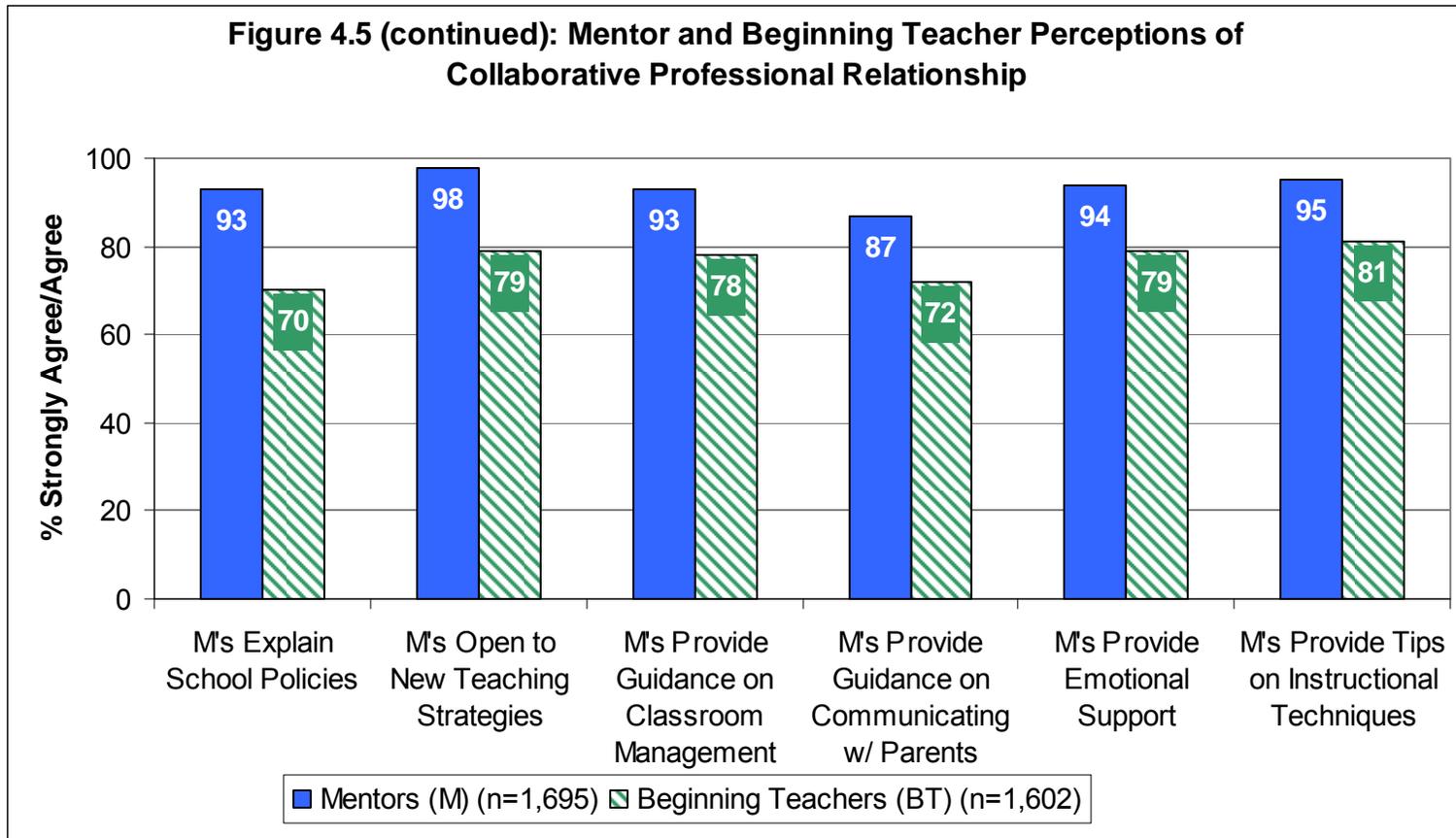
- Approximately 94% of mentors indicated that mentors in the BTIM program provided emotional support.
- Seventy-nine percent of beginning teachers indicated that mentors in the BTIM program provided emotional support.
- Less than 10% of beginning teachers disagreed, reporting that their mentor did not provide emotional support whereas 1% of mentors reported they did not provide their beginning teacher(s) with emotional support.

Do Mentors Prepare Beginning Teachers for Performance Appraisals?

- The majority of mentors (79%) reported that they prepared beginning teachers for performance appraisals.
- Beginning teachers responded similarly, with almost 70% responding that they were prepared for performance appraisals.
- Approximately 15% of beginning teachers believed their mentor did not prepare them for performance appraisals, while only 5% of mentor teachers responded similarly.

Figure 4.5: Mentor and Beginning Teacher Perceptions of Collaborative Professional Relationship





Sources: BTIM Mentor and Beginning Teacher Survey

Summary of Mentor Support for Beginning Teachers

The majority of mentors and beginning teachers reported that mentors helped the beginning teachers learn campus policy and classroom management. Additionally, both reported that the mentors helped beginning teachers develop their professional skills by providing constructive feedback, helping with lesson planning, and providing effective classroom management and instructional techniques. Mentor teachers also exhibited a willingness to learn new teaching strategies from beginning teachers. Finally, the majority of teachers agreed that there was an emotional aspect to their mentor-beginning teacher relationship, with mentor teachers providing emotional support and acting a sounding board for difficult teaching problems. A small percentage of beginning teachers reported that their mentors did not help them to find professional development activities or prepare them for performance appraisals.

4.4 Barriers and Facilitators to an Effective Mentor-Beginning Teacher Relationship

Both beginning teachers and mentor teachers responded to open-ended survey items regarding the barriers and facilitators to the development of an effective mentor-beginning teacher relationship.²⁶ Mentors and beginning teachers reported logistical issues, such as lack of time to meet and too much paperwork, as barriers to the relationship. Other common barriers that emerged pertained to differences between the mentor and the beginning teacher, including different beliefs about teaching and learning, approaches to discipline, and teaching styles. Personality differences and lack of a trusting relationship were cited as barriers. Differences in grade level or subject area taught, as well as physical distance were reported as barriers by both mentors and beginning teachers. Beginning teachers also reported that a mentor who was not a teacher (e.g., instructional specialist for the campus) was a barrier to developing the relationship.

Site visit data suggest substitute teacher shortages were another barrier to the mentor-beginning teacher relationship. The substitute shortages prevented mentors from being able to observe their beginning teachers because a substitute was not readily available to cover their classrooms. These observations not only provide an opportunity for the mentor teacher to assess the beginning teacher in the classroom environment, but also serve to build the mentor-beginning teacher relationship.

Site Visit Data

Summary site visit data support the findings from the Beginning Teacher and Mentor Surveys regarding the barriers to the relationship. Both reported that lack of time, different teaching philosophies, and negative criticism from the mentor negatively influenced relationships.

Factors that contributed to the development of an effective relationship were similar for both mentors and beginning teachers. Compatible personalities, similar beliefs about teaching and learning, and similar classroom management and teaching styles were reported as relationship facilitators. Physical proximity in the campus, time to meet, and working together were also reported as facilitators. Mentors and beginning teachers also cited open communication and the development of a trusting relationship as keys to an effective mentor-beginning teacher

²⁶ Eighty-seven percent of mentors and 67% of beginning teachers responded to the barriers to the development of an effective mentor-beginning teacher relationship open-ended item, and 86% of mentors and 65% of beginning teachers responded to the facilitators open-ended item.

relationship. Table 4.3 summarizes the barriers and facilitators to the development of the mentor-beginning teacher relationship based on BTIM survey data.

Table 4.3: Barriers and Facilitators to the Development of the Mentor-Beginning Teacher Relationship	
Facilitators	Barriers
Compatible personalities	Personality differences
Similar beliefs about teaching and learning	Logistical issues (e.g., lack of time to meet, too much paperwork)
Similar classroom management and teaching styles	Differences in grade level, subject area, and classroom activities
Open communication	Physical distance in classroom location
Development of a trusting relationship	Lack of trust

Source: BTIM Mentor Survey; BTIM Beginning Teacher Survey

The site visits support these findings and indicate strong relationships developed between mentors and beginning teachers in the case study districts. Most of the mentor-beginning teacher pairs indicated that they had good professional relationships, with some even maturing into friendships outside of the classroom. In order to develop these strong relationships, the mentors and beginning teachers pointed to the following qualities that each mentor should possess:

- Patience,
- Experience,
- Reliability,
- Open-mindedness,
- Caring nature,
- Organization, and
- Easy-going attitude.

To open the line of communication between mentors and beginning teachers, the site visit data show it is important for mentors to provide constructive criticism to their beginning teachers. The mentors and beginning teachers interviewed also felt it was important that the mentor-beginning teacher pairs were honest with each other, which helped establish trust in their relationship. While communication was critical, the mentor also needed to be available to the beginning teacher so the relationship could grow and develop.

Site Visit Data

Summary site visit data provide the following recommendations for program improvement:

- ✓ Reduce paperwork,
- ✓ Start the program earlier in the year,
- ✓ Have a lead mentor or campus facilitator at each campus,
- ✓ Have trainings that mentors and beginning teachers attend together,
- ✓ Distribute a structured timeline for completing milestones and submitting paperwork, and
- ✓ Increase the amount of support provided by district and campus administrators.

4.5 Differences in Beliefs about Teaching and Learning

The evaluation examined mentor and beginning teacher beliefs about teaching and learning. The beginning teacher survey included 12 items that measured teacher beliefs related to constructivist and traditional approaches to teaching and learning. The same items were included on the mentor survey (see Chapter 3 for more details). Mentors and beginning

teachers rated their responses on a five-point scale, where one indicated “Strongly Disagree” and five indicated “Strongly Agree.”

The average rating for both scales (constructivist and traditional beliefs) was compared. Both mentors and beginning teachers tended to rate their beliefs as constructivist. However, beginning teachers reported higher agreement on traditional beliefs than did mentor teachers. In both the qualitative survey data and the case study data, mentors and beginning teachers indicated that similar beliefs about teaching and learning facilitated the development of their relationship. However, the data presented in Table 4.4 indicates some differences in beliefs about teaching and learning that may be one source of less beneficial mentor-beginning teacher relationships.

Table 4.4: Beliefs About Teaching and Learning ²⁷		
	Mean	Standard Deviation
Constructivist Beliefs Scale*		
• Mentor Teachers (n=1,674)	3.97	0.47
• Beginning Teachers (n=1,556)	3.89	0.48
Traditional Beliefs Scale*		
• Mentor Teachers (n=1,675)	2.92	0.63
• Beginning Teachers (n=1,556)	3.23	0.63

* $p < .001$

Source: BTIM Mentor Survey; BTIM Beginning Teacher Survey

4.6 Summary of the Mentor-Beginning Teacher Relationship

This chapter examined beginning teacher and mentor teacher survey responses regarding the mentor-beginning teacher relationship. Generally, both the mentors and the beginning teacher spent time and energy cultivating their relationships:

- On average, mentors and beginning teachers met frequently throughout the school year, usually about once a week.

Additionally, the survey results indicate that teachers, both mentors and beginning teachers, rated their relationships favorably:

- Over half of the mentors (66%) and beginning teachers (62%) described their BTIM professional mentoring relationship as “excellent,” with less than 10% describing their relationships as “poor.”
- The site visit data support these findings and indicate strong relationships developed between the mentor-beginning teacher pairs.

The surveys and site visit findings also revealed that the majority of mentors and beginning teachers found that their BTIM mentor relationship helped beginning teachers adapt to their campuses:

- The majority of mentors (93%) reported that they helped the beginning teachers learn campus policy and classroom management. Seventy percent of beginning teachers reported that the mentor helped them learn campus policy and 78% reported receiving guidance on classroom management.

²⁷ The effect was small ($d = .2$) for constructivist beliefs and moderate for traditional beliefs ($d = .5$).

- Both mentors and beginning teachers reported that the mentors helped beginning teachers develop their professional skills by:
 - ◆ Providing constructive feedback (98% of mentors and 85% of beginning teachers),
 - ◆ Providing tips on instructional techniques (95% of mentors and 81% of beginning teachers),
 - ◆ Providing effective classroom management (93% of mentors and 78% of beginning teachers), and
 - ◆ Helping with lesson planning (74% of mentors and 62% of beginning teachers).
- Many mentors commented during the site visits that they noticed an improvement in their beginning teachers' classrooms over time, especially around classroom management.
- The majority of mentors (98%) reported a willingness to learn new teaching strategies from beginning teachers.
- The majority of mentors (94%) and 79% of beginning teachers reported that mentors provided emotional support. Ninety percent of mentors and 84% of beginning teachers indicated that the mentor acted as a sounding board for difficult teaching problems.
- Eighteen percent of beginning teachers reported that their mentors did not help them to find professional development activities and 15% of beginning teachers reported that their mentors did not prepare them for performance appraisals.

Mentors and beginning teachers shared common perceptions of the barriers and facilitators of the mentor-beginning teacher relationship:

- Similar beliefs, professional roles, personalities, and classroom practices were reported as facilitators to the mentor-beginning teacher relationship.
- Open communication and the development of a trusting relationship also were identified as keys to the relationship's effectiveness; the importance of these factors was reinforced by interviews and focus groups with mentors and beginning teachers.
- Logistical issues (e.g., lack of time to meet), professional assignment differences (e.g., grade level taught), and differences in classroom activities, beliefs, and personalities were identified as barriers to the development of an effective mentor-beginning teacher relationship.

According to survey findings, mentors and beginning teachers differed in their beliefs about teaching and learning:

- Both mentors and beginning teachers tended to rate their beliefs as constructivist.
- Beginning teachers reported higher agreement on traditional beliefs than did mentors.

The results from the mentor and beginning teacher surveys and site visit data suggest that mentors and beginning teachers valued their BTIM mentor relationships and made time for these relationships. Additionally, beginning teachers received help with adjusting to the campus climate and learning to be a better teacher, as well as emotional support from someone with more years of teaching experience.

Chapter 5. Campus Support for the BTIM Program

Campus leadership and support are critical to the success of any campus-level initiative, including a beginning teacher induction program (Alliance for Excellent Education, 2004). Administrators were invited to complete an online survey to assess the support that campuses provided for the BTIM program. Administrators were surveyed on the type of training they engaged regarding mentoring for beginning teachers, including the content of the training and their perceptions regarding the effectiveness of, and satisfaction with, the mentor training program. They provided information on the types of supports available to mentors and beginning teachers, as well as perceived effectiveness of the BTIM program. In this chapter, the characteristics of campus administrators participating in the BTIM program, including their professional and demographic characteristics, are reviewed.

This chapter addresses the following questions:

- What are the professional and demographic characteristics of campus administrators?
- What type of training did campus administrators engage in regarding mentoring for beginning teachers?
- How did campus administrators support the BTIM program?
 - ◆ What policies were implemented to support the program?
 - ◆ Did campus administrators provide adequate support for mentors (e.g., time) for participation in the BTIM program?
 - ◆ Did campus administrators provide adequate support for beginning teachers to participate in the BTIM program?
 - ◆ How did BTIM administrative support differ across participating campuses and districts?
- What are the perspectives of campus administrators regarding the effectiveness of and satisfaction with the mentor training program?
- How are administrator activities related to BTIM effectiveness?

5.1 Characteristics of Campus Administrators

Administrators varied in their professional and demographic characteristics.²⁸ The majority of campus administrators that participated in the BTIM program identified themselves as a principal (54%), assistant principal (15%), BTIM grant coordinator (8%), or grant coordinator (2%). Twenty-one percent identified themselves as “other,” such as instructional specialist, academic dean, or curriculum coordinator. Ninety percent of all administrators held a master’s degree or higher. Additionally, 96% of administrators reported six or more years of professional experience.

Demographic information about administrators was accessed from PEIMS for the 2007-08 school year. The majority of administrators (74%) were female. Fifty-seven percent of administrators were White, 23% were Hispanic, and 20% were African-American. Appendix D

²⁸ The administrator survey was voluntary. Survey invitations were sent via e-mail to 786 administrators and 406 completed the survey (52% survey response rate). However, this original number of administrators may not be accurate (an underestimate) since the districts identified beginning teachers and errors were reported in classification by teachers. That is, some teachers identified by the districts as a beginning teacher indicated on the survey or via e-mail that they were not a beginning teacher.

presents additional demographic information about the campus administrators participating in the BTIM program.

5.2 Campus Administrators' Training Experience

According to the BTIM grant request for application (RFA), administrators were expected to attend training related to beginning teacher induction and mentoring. The training was expected to include how administrators can support the mentoring relationship through policies and practices and to provide guidance on selecting and matching mentors to beginning teachers. The majority of campus administrators (74%) reported that they received training on beginning teacher induction and mentoring. This finding was supported during the site visits as each of the six case study districts had a varying degree of administrator trainings for principals and relevant district administrators.

Approximately 67% of administrators surveyed reported that the administrator training was funded through the grant program, while 33% reported their training was not grant funded. It should be noted that technically grant funds could not be used to pay for administrator training. However matching funds could be used. Administrators may not have been aware of this separation of funds in responding to the question. Face-to-face delivery was the most common method of the administrator training – 95% of all administrator training was provided face-to-face. Four percent received administrator training through a mixture of face-to-face and online training. The remainder received their training in an online format only.

Administrator Training Topics

Campus administrators received training about mentoring for beginning teachers. The most widely reported training topics included engaging in practices that support the mentoring relationship, understanding beginning teacher development, providing ongoing training for mentor teachers, and establishing policies/procedures that support the mentoring relationship. Table 5.1 presents a summary of the content of administrator training and the percentage of content administered across campuses.

Table 5.1: Content of Administrator Training (n=271)	
Topic	Percentage
Engaging in practices that support the mentoring relationship	86%
Understanding beginning teacher development	76%
Providing ongoing training for mentor teachers	72%
Establishing policies/procedures that support the mentoring relationship	68%
Establishing criteria for matching mentors to beginning teachers	67%
Establishing criteria for selecting mentors	66%
Conducting an ongoing evaluation of the mentoring program at the campus	51%
Involving key stakeholders in designing and planning the mentor program	44%
Other	10%

Source: BTIM Administrator Survey

Quality of Administrator Training

Administrators were asked to rate the overall quality of the training they received as part of the BTIM program. Those that received training were asked to rate the mentor training as “Excellent,” “Good,” “Adequate,” or “Poor.” Over 80% of administrators who received training rated their training as “Excellent” or “Good.” Approximately 15% found their training “Adequate.”

Helpfulness of Administrator Training

Administrators were asked if the training they received was helpful in developing their role as an administrator. Approximately 95% of administrators found the training helpful.

5.3 Campus Administrators’ Support of the BTIM Program

Campus administrators were asked about their level of support of the BTIM program at their campus. Administrators reported providing support to the BTIM program through policy development, mentor support, beginning teacher support, and support of the mentor-beginning teacher relationship. Activities related to these areas are discussed below.

5.3.1 Policy Development

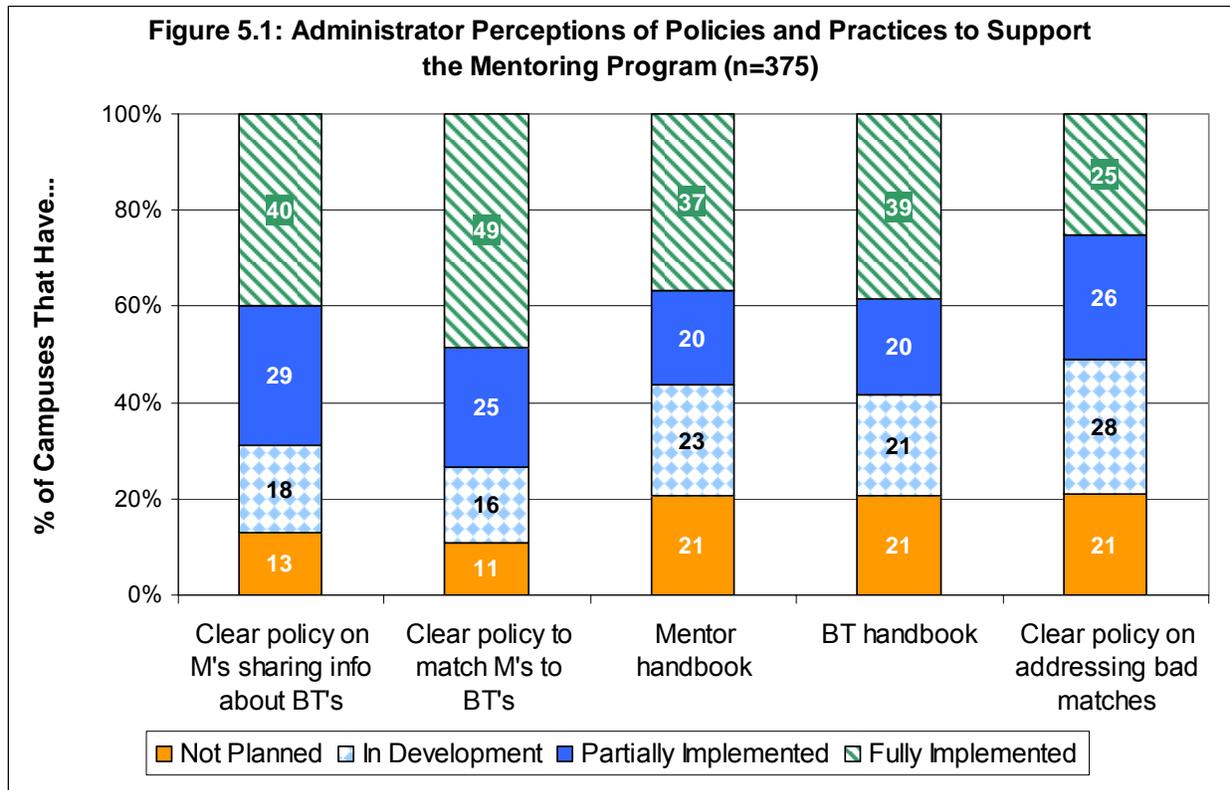
Administrators were asked about the policies and practices implemented at the campus level to support the mentoring program. They were asked to rate identified policies or practices as “Fully Implemented,” “Partially Implemented,” “In Development,” or “Not Planned.”

- Almost half of administrators (49%) reported a clear policy to match mentors to beginning teachers was “Fully Implemented” at the campus level.
- Over one-third (40%) of administrators reported that policies about mentors sharing information about beginning teachers (e.g., with administrators) were clearly stated at the campus level.
- Thirty-nine percent of administrators stated their campus has “Fully Implemented” a beginning teacher handbook, while 37% reported a “Fully Implemented” practice of providing mentors with a handbook.

The survey also contained a question regarding the campus policy for managing a mentor-beginning teacher relationship that is not working.

- Approximately 51% of administrators reported this policy was either “Fully Implemented” or “Partially Implemented.”
- Twenty-eight percent reported such a policy was “In Development,” while 21% stated this policy was “Not Planned.”

Figure 5.1 presents administrator perceptions of the policies and practices implemented at the campus level to support the mentoring program.



Source: BTIM Administrator Survey

Site visits showed campus support for the BTIM program varied greatly across the six case study districts and even across campuses within the same district. This support was largely dependent on the principal and the presence of a lead mentor or campus facilitator position. Several participants interviewed for the case studies did not think there was enough support at their campus, especially in campuses that were struggling academically and where mentoring was not a priority. One mentor described that TAKS was the major focus, that the BTIM mentoring program was a low priority, and that the attitude at the campus was “we have to do this” rather than wanting to see the beginning teachers grow professionally.

5.3.2 Mentor Support

Administrators were asked what support options were provided for mentor teachers at their campus. Incentives and/or stipends were reported by administrators as the primary form of support for mentor teachers. Communication with other mentors at the campus and mentor-specific professional development opportunities were reported as a support provided to mentor teachers. Table 5.2 presents the campus-level supports provided to mentors.

Table 5.2: Options Provided by the Campus for Mentor Teachers (n=406)	
Topic	Percentage
Mentor incentives and/or stipends	78%
Communication with other mentors at the campus	74%
Professional development specifically designed for mentor teachers	74%
Release time to engage in mentoring activities (e.g., observations, meetings, etc.)	72%
Materials or equipment for mentoring (e.g., manuals, forms, supplies)	63%
Regular communication with the campus administrator	58%
Reduced work load	3%

Source: BTIM Administrator Survey

5.3.3 Beginning Teacher Support

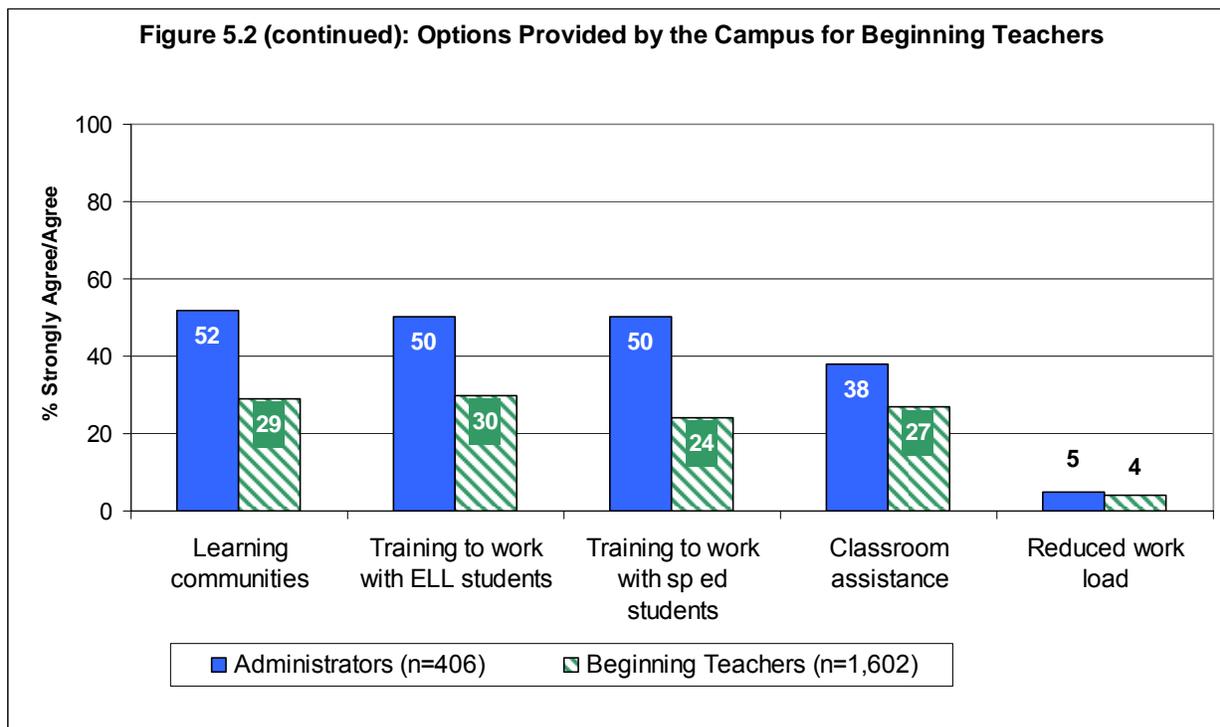
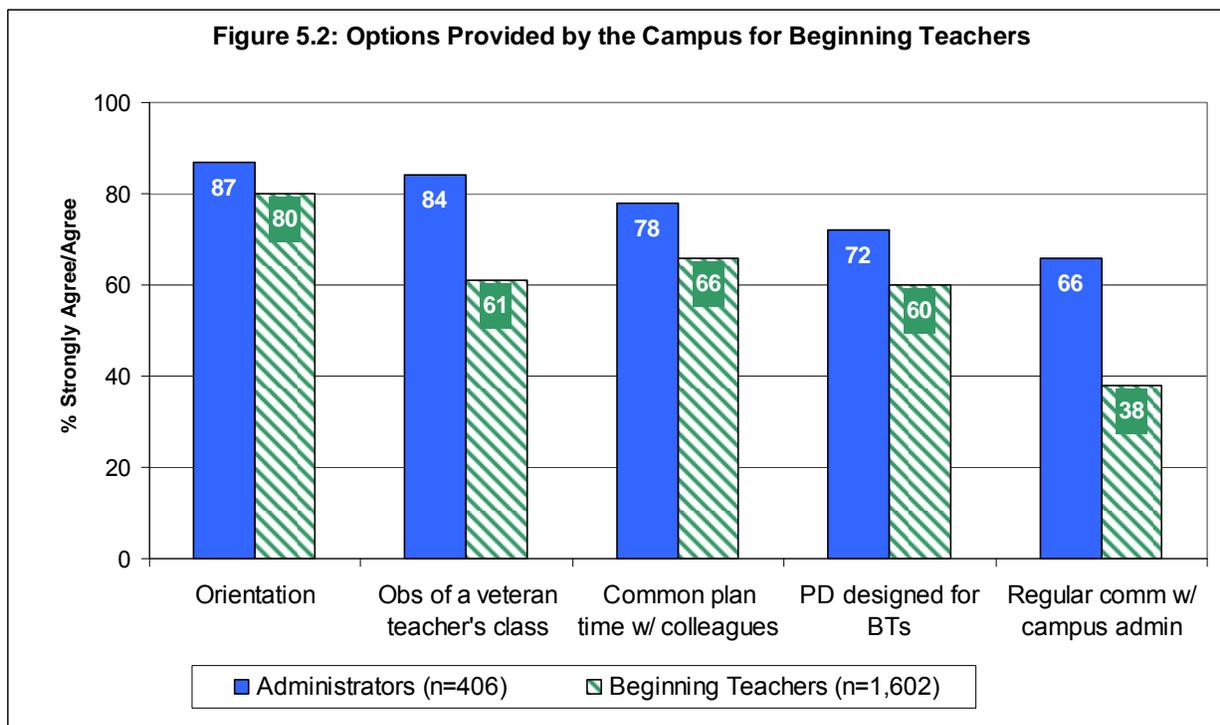
Administrators also reported providing campus-level support to beginning teachers. The majority of administrators cited new teacher orientation as the primary option provided by the campus to support beginning teachers. Other popular support options included observation of a veteran teacher’s classroom, common planning time with colleagues, and professional development designed for beginning teachers. A reduction in workload was the least cited option for support of beginning teachers.

Beginning teachers were also asked the same items on their survey. Like the administrators, beginning teachers reported new teacher orientation, common planning time with colleagues, observation of a veteran teacher’s classroom, and professional development designed for beginning teachers as the most common options to support beginning teachers. A reduction in workload was the least common option for support of beginning teachers.

Site Visit Data

Site visit data indicate that some campuses held beginning teacher support groups and entire-campus meetings with all mentors and beginning teachers involved in the program.

Beginning teachers differed from administrators in their perceptions of certain support options provide by the campus. Beginning teachers were less likely than administrators to report regular communication, with 66% of administrators reporting this option, compared with 38% of beginning teachers. Beginning teachers also were less likely than administrators to receive training to work with English Language Learners (ELL) or special education students. Additionally, only 29% of beginning teachers reported having learning communities as a campus support option, while 52% of administrators reported this option. Figure 5.2 illustrates a summary of the options provided by the campus to support beginning teachers from both the administrator and beginning teacher perspectives.



Source: BTIM Administrator Survey; BTIM Beginning Teacher Survey

Administrators were asked to define the focus of the beginning teacher induction program at their campus. Overall, the majority of administrators surveyed (90%) reported that classroom management was an area of focus for their beginning teacher induction program. Other popular

areas of focus included teaching methods (88%), curriculum content (80%), and familiarity with campus policies (74%). Table 5.3 presents a summary of the areas of focus for BTIM programs.

Areas of Focus	Percentage
Classroom management	90%
Teaching methods	88%
Curriculum content	80%
Familiarity with campus policies	74%
Working with parents	68%
Preparation for TAKS	54%
Carrying out campus administrative tasks	52%
Participating in curriculum and campus reform	42%
Advising students	30%
Other	6%

The evaluation team explored whether or not the induction areas of focus varied in urban, suburban, and town/rural schools, and if differences existed across grade levels. Table 5.4 presents a summary of the focus areas for urban, suburban, and town/rural schools participating in the BTIM program. The areas of focus were similar across all community types, with the primary focus being on classroom management, teaching methods, and curriculum content.

Areas of Focus	Urban (n=98)	Suburban (n=131)	Town/Rural (n=69)
Classroom management	93%	92%	88%
Teaching methods	91%	89%	87%
Curriculum content	87%	79%	81%
Familiarity with campus policies	77%	77%	71%
Working with parents	64%	76%	64%
Preparation for TAKS	57%	56%	52%
Carrying out campus administrative tasks	54%	50%	52%
Participating in curriculum and campus reform	40%	45%	42%
Advising students	24%	32%	35%
Other	7%	5%	3%

Source: BTIM Administrator Survey; PEIMS 2007-08

The areas of focus were similar across grade levels, with elementary, middle, and high school administrators reporting that teaching methods and classroom management were the focus of the induction program. Preparation for TAKS was a larger focus in middle and high schools than elementary schools. Advising students was a focus in middle schools, but not as frequently reported in elementary and high schools. Table 5.5 summarizes the focus areas by grade level.

Table 5.5: Areas of Focus for Beginning Teacher Induction By School Level

Areas of Focus	Elementary School (n=132)	Middle School (n=59)	High School (n=41)	Multigrade (n=8)
Classroom management	91%	97%	98%	88%
Teaching methods	87%	95%	95%	88%
Curriculum content	80%	92%	81%	75%
Familiarity with campus policies	76%	81%	81%	63%
Working with parents	68%	69%	76%	50%
Preparation for TAKS	48%	61%	73%	25%
Carrying out campus administrative tasks	48%	59%	54%	38%
Participating in curriculum and campus reform	37%	53%	44%	38%
Advising students	23%	41%	27%	13%
Other	<1%	<1%	<1%	-

Source: BTIM Administrator Survey; PEIMS 2007-08

5.4 Support of the Mentor-Beginning Teacher Relationship

Administrators were asked how the campus facilitated contact between mentors and beginning teachers.

- Over 70% of administrators reported that release time for observations was provided.
- Approximately 60% of administrators reported flexibility in scheduling mentor-beginning teacher meetings, while slightly less reported campus-scheduled meetings for mentors and beginning teachers (57%).
- Other supports included:
 - ◆ Release time for conferencing (51%),
 - ◆ Common planning/preparation time (49%), and
 - ◆ Time during staffing-service days for mentor/beginning teacher collaboration and training (42%).

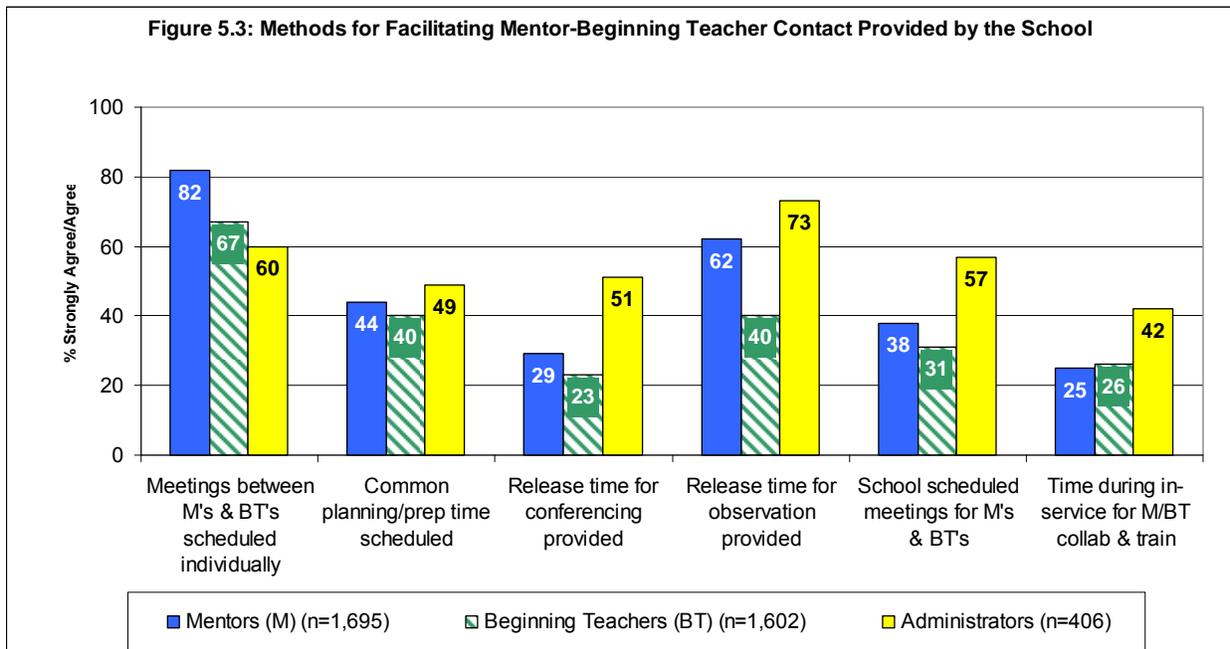
Mentor teachers were asked how the campus facilitated their contact with beginning teachers.

- Approximately 82% of mentors reported that meetings between mentors and beginning teachers were scheduled individually by the parties involved.
- Over half of the mentors surveyed (62%) indicated the campus provided release time for observations and slightly less than half reported the campus allowed for common planning/preparation time (44%).
- Thirty-eight percent reported that the campus scheduled meetings for mentors and beginning teachers, while approximately 29% indicated release time was provided for mentor-beginning teacher conferencing.
- Only a quarter of mentors surveyed indicated the campus provided time during staffing-service days for mentor-beginning teacher collaboration and training.

Beginning teachers also were asked survey questions about the campus-level supports provided to facilitate the relationship with their mentor teacher.

- Over half of beginning teachers (67%) reported that meetings with their mentors were scheduled individually without campus support.
- About one-third (31%) stated that the campus scheduled meetings between beginning teachers and mentors.
- Approximately 40% of beginning teachers reported common planning and preparation time with their mentor teachers, while another 40% reported the campus provided release time for observations with their mentors.
- Release time for conferencing (23%) and time during staff in-service days (26%) were the least cited methods for facilitating contact for beginning teacher-mentor collaboration and training.

Figure 5.3 illustrates the methods provided by the campus for facilitating contact between beginning teachers and their mentors, as reported by administrators, mentor teachers, and beginning teachers.



Source: BTIM Administrator Survey; Mentor Survey; Beginning Teacher Survey

5.5 Campus Administrators' Perceptions of BTIM Program Effectiveness

Administrators were asked their perceptions of the BTIM program's effectiveness and their satisfaction with the program. They were asked to rate the program's effectiveness on a five-point scale ranging from "Not at all" to "A great deal." The administrator perceptions of the BTIM program's effectiveness are discussed in this section. Table 5.6 presents a summary these perceptions.

Table 5.6: Administrator Perceptions of the Effectiveness of the BTIM Program (n=365) ²⁹					
Item	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
To what extent do you believe the BTIM program will help in retaining beginning teachers?	-	2%	16%	47%	34%
To what extent has the BTIM program helped beginning teachers successfully assimilate to your campus environment?	-	1%	20%	46%	33%
To what extent has the BTIM program improved the overall quality of beginning teachers at your campus?	<1%	3%	22%	47%	27%
To what extent has the BTIM program improved student achievement at your campus?	-	5%	39%	41%	15%
To what extent has the BTIM program improved classroom management at your campus?	<1%	5%	30%	49%	16%
To what extent has the BTIM program improved teacher attendance at your campus?	6%	13%	40%	32%	10%
To what extent has the BTIM program improved job satisfaction in beginning teachers?	-	3%	28%	48%	21%
To what extent has the BTIM program improved job satisfaction in mentor teachers?	1%	5%	28%	45%	20%

Source: BTIM Administrator Survey

Retaining and Assimilating Beginning Teachers

Administrators were asked if they believed the BTIM program would help retain beginning teachers.

- The majority of administrators (81%) believed the program would help retain new teachers either “Quite a bit” or “A great deal.”
- Less than 2% of administrators thought it would have very little effect.
- None of the administrators surveyed thought the program would have no effect on retaining beginning teachers.

Administrators also were asked if they thought the BTIM program had successfully assimilated beginning teachers to their campus environment.

- Approximately 79% believed the program had “A great deal” or “Quite a bit” of influence on assimilating the beginning teachers to the campus community.
- None of the administrators surveyed thought the program had no impact on beginning teacher assimilation.

²⁹ Some totals may not sum to 100 due to rounding error.

Improving Beginning Teacher Quality

- Seventy-four percent of administrators believed the BTIM program had a positive effect on improving the overall quality of beginning teachers at their campus.
- Approximately 22% thought the program had “Some influence” on beginning teacher quality, while less than 4% thought it had little or no effect.

Improving Student Achievement and Classroom Management

- More than half of administrators (56%) thought the BTIM program had influence on improving student achievement at their campus, while 5% thought it had little or no effect.
- Approximately 65% of administrators believed the BTIM program had influence on improving classroom management at their campus.
- Less than 6% of administrators believed the BTIM program had little or no effect on improved classroom management.

Improving Teacher Attendance

- BTIM is perceived as having had the least impact on teacher attendance, with 19% of administrators indicating the BTIM program had little or no effect on teacher attendance.

Job Satisfaction for Beginning Teachers and Mentors

- Many administrators (69%) reported that the BTIM program had “Quite a bit” or “A great deal” of influence on improving the job satisfaction of beginning teachers.
- Few administrators (3%) reported that the program had very little effect on beginning teacher job satisfaction, with none of the administrators reporting no effect on job satisfaction.

Administrators responded similarly when asked their perceptions of mentor teachers’ job satisfaction.

Site Visit Data

Site visit data indicate that mentors’ job satisfaction increased because of the BTIM program; mentors felt proud when their beginning teachers succeeded or used their strategies within their classrooms.

- Most administrators (65%) believed the program had “Quite a bit” or “A great deal” of influence on mentor teacher job satisfaction.
- Few (6%) thought the program had little or no effect on mentor teacher job satisfaction.

5.6 Summary of Campus Support for the BTIM Program

This chapter examined the administrator survey and the insight these responses provided on the effectiveness of the BTIM program and the level of implementation BTIM received across the campuses.

- The majority of campus administrators reported that BTIM was a helpful program, leading to such positive outcomes as:
 - ♦ Increased retention of beginning teachers,
 - ♦ Improved the quality of education, and
 - ♦ Enhanced job satisfaction among beginning teachers and mentor teachers.

- Administrators perceived that BTIM helped with indirectly related outcomes, such as student achievement and classroom management.
- Administrators reported that most policies to support the BTIM program were being implemented either fully or partially. Specifically, campuses were reported as having:
 - ♦ Clear policies on matching mentors to beginning teachers,
 - ♦ Limits on sharing information outside the mentor-beginning teacher relationship, and
 - ♦ Mentor and beginning teacher handbooks.
- Administrators perceived the primary focus of a beginning teacher induction program as:
 - ♦ Learning classroom management,
 - ♦ Improving teaching methods, and
 - ♦ Focusing on the curriculum content.
- BTIM was seen as a program that campuses needed to facilitate through providing support to mentors and their beginning teachers.
- Site visits showed campus support for the BTIM program varied greatly across districts and was largely dependent on the principal and the presence of a lead mentor or campus facilitator.
- The majority of administrators surveyed perceived the supports provided to the mentors as focusing on:
 - ♦ Campuses' provision of release time for observation of teaching, and
 - ♦ Individually scheduled meetings between the mentor and beginning teacher.
- The administrators reported that beginning teachers were supported through such methods as:
 - ♦ The new teacher orientation,
 - ♦ Observation of veteran teachers' classrooms, and
 - ♦ Common planning time with colleagues.

The results from the administrator survey and site visits suggest that BTIM was perceived as a program that promoted many positive outcomes for both beginning teachers and the mentor teachers. Administrators also perceived the BTIM program as being mostly implemented and supported through the campuses, primarily through individual meetings between mentors and beginning teachers.

Chapter 6. BTIM Program Outcomes

The retention of beginning teachers is one purpose of the BTIM program. Teacher turnover is a concern in the state of Texas and across the nation. The national teacher turnover rate is 17%, with nine percent leaving the profession (Planty, Hussar, Snyder, Provasnik, Kena, Dinkes, KewalRamani, & Kemp, 2008). In the state of Texas, 15.2% of beginning teachers left the profession in 2007-08. This evaluation investigates the effect of the BTIM program on beginning teacher retention. In addition, BTIM's effects on student achievement (as measured by TAKS) and job satisfaction for both mentors and beginning teachers are examined. The relationship between beginning teachers' characteristics (e.g., self-efficacy) and student achievement is also examined. Differences among beginning teachers who were certified via alternative routes is explored. The impact of BTIM on mentors' teaching practices is also assessed.

This chapter addresses the following questions:

- How has participation in the BTIM program affected beginning teacher retention?
 - ◆ How do retention rates compare to the national average?
 - ◆ How do retention rates compare to the state average?
- What is the relationship between level of induction and beginning teacher retention?
- Does BTIM participation influence student achievement?
- How are beginning teacher characteristics related to student achievement?
 - ◆ How is beginning teacher self-efficacy related to student achievement?
 - ◆ How is beginning teacher job satisfaction related to student achievement?
 - ◆ How are teacher beliefs about pedagogy related to student achievement?
- How has participation in the BTIM program affected beginning teacher job satisfaction?
- To what extent, if any, do mentors feel the role has had an impact on their job satisfaction?
- To what extent, if any, do mentors feel the role has had an impact on their job pedagogy?
- To what extent, if any, do findings differ for teachers who were certified in traditional versus alternative routes?

6.1 Effect of the BTIM Program on Beginning Teachers' Retention

The evaluation team examined the effect of the BTIM on beginning teacher retention from several perspectives including (a) their self report of teaching plans in the year following BTIM participation, (b) the influence of the BTIM experience on their decision making, (c) a comparison of BTIM to state and national retention rates, and (d) a comparison of beginning teacher retention rates in participating BTIM districts for the cohort teaching the year before BTIM implementation and the first year of BTIM implementation. Additionally, Chapter 7 incorporates BTIM retention data as a metric to assess retention success and its associated costs.

Beginning Teacher Self-Report

Beginning teachers were asked, on the beginning teacher survey, if they planned to teach in the upcoming year. Most (97%) stated that they planned to remain in teaching, while 3% did not plan to remain in the teaching profession. Beginning teachers were also asked if the mentoring

experience had influenced their decision to remain in teaching. They were asked to rate this impact as either “A great deal,” “Quite a bit,” “Some influence,” “Very little,” or “Not at all.” Overall, 50% of beginning teachers who planned to remain in teaching attributed “a great deal” or “quite a bit” of influence to their mentor on their decision to remain in teaching. Thirty-one percent believed their mentor had little to no impact on their decision to remain in teaching. Twenty percent of beginning teachers who planned to leave teaching attributed “a great deal” or “quite a bit” of influence on their mentor, whereas 59% attributed little to no influence on their decision to remain in teaching. Table 6.1 presents the influence of mentors on beginning teachers’ decision to remain in teaching.

Table 6.1: Influence of Mentor on Beginning Teachers’ Decision to Remain in Teaching

			Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
Do you plan to teach next year?	Yes (n=1,483)	How much has your mentor influenced your decision to remain in teaching?	18%	13%	19%	20%	30%
	No (n=42)		45%	14%	21%	10%	10%

Source: BTIM Beginning Teacher Survey

Summary site visit data support these findings, as beginning teachers stated they will return to their campus or stay within the district next year. Very few of the interviewed beginning teachers in the case study districts reported that they were leaving the teaching field or transferring to a new district.

Comparison of BTIM Retention Rate to State and National Retention Rate

Using retention data provided by grant coordinators to TEA, the retention rate of teachers in the BTIM program were compared to the national and state average. The retention data for BTIM is a one year retention rate. As previously stated, the primary goal of BTIM is to keep teachers at the same campus, followed by retaining teachers at the district. Table 6.2 presents the percent of teachers who left or stayed within the campus in which they started the academic year.³⁰ As can be seen, most teachers (84.1%) remained at the same campus or returned to the same district but at a different campus. Sixteen percent left to teach in a different district or left the teaching profession all together.

Site Visit Data

Summary site visit data suggest that a variety of factors such as campus support and mentoring relationship influence a teacher’s decision to remain in teaching. However even when deciding to stay within the profession, other factors can influence a teacher decision about where they want to teach. As an example, one beginning teacher stated, “I will remain in teaching, but not here. The program didn’t have an impact on me not coming back here. Living in a small town is not for me.”

³⁰ The evaluation team acquired the BTIM program retention data presented in Table 6.2 directly from district uploads from BTIM grant coordinators. Official TEA retention data will not be available until March 2009. Therefore, it is important to note that the BTIM retention data may have errors that may be detected during the official data compilation.

Outcome	Percentage
Teacher remained at same campus	79.1%
Teacher returned to district, different campus	5.0%
Teacher left, plans for future teaching unclear	10.6%
Teacher left to teach in another district	5.3%

Source: BTIM Retention Data

TEA defines the average district turnover rate for teachers in the state of Texas as “the total FTE (Full Time Equivalent) count of teachers not employed in the district in the Fall of the current year who were employed as teachers in the district in the Fall of the previous year, divided by the total teacher FTE count for the Fall of the previous year.” Therefore to accurately compare the BTIM retention rate to the state retention rate that is reported in AEIS, the evaluation team defined retention as teachers staying in the district. Following this classification, 84.1% of BTIM teachers remained in their district. At the end of the first year of the BTIM program, BTIM campuses had retention rates that were virtually the same as the statewide retention rate (84.8%) that includes all teachers, not just beginning teachers.

The evaluation team also wanted to determine whether the BTIM teacher retention rate differs from the national teacher retention rate. The national retention rate is 83% (Planty et al., 2008). The national teacher retention rate is calculated as the percent of the elementary and secondary teacher workforce who left the public and private schools where they had been teaching. BTIM teacher retention is lower than the national average (79%). However, the national rate includes all teachers whereas the BTIM rate only examines the retention of BTIM beginning teachers who are in their first or second year of teaching. Additionally, it is important to note that the BTIM program targeted campuses and districts with low retention rates.

Comparison of Beginning Teacher Retention Rates before and after BTIM Implementation

Through a request from TEA, teacher retention data for BTIM Cycle 1, Year 1 participants was obtained by the ICF team directly from grant coordinators in the Fall of 2008. This data provided the number of participants at each campus during Cycle 1, Year 1 (2007-08) of the BTIM grant and the number of these teachers that returned the following year (2008-09) to either the participating campus or its district. Depending on their implementation of the BTIM Cycle 1 grant, the data provided by BTIM Cycle 1 campuses could include participants (a) only in their first year of teaching, (b) only in their second year of teaching, or (c) in either their first or second year of teaching. The ICF team also received data directly from TEA on the number of first and second year teachers at each BTIM campus during the 2006-07 school year (the school year prior to BTIM implementation) and the number of these individuals who returned to the campus.³¹

³¹ The BTIM Cycle 1, Year 1 data used in this analysis is (1) more restrictive with respect to the beginning teacher eligibility criteria (i.e. the beginning teacher had to be a participant in BTIM while the comparison group includes all beginning teachers at a BTIM participating campus) and (2) less restrictive with respect to the definition of retention (i.e., BTIM Cycle 1, Year 1 data included beginning teachers that both stayed in district and at campus while the comparison group included only those remaining on the same campus.)

Table 6.3 provides a aggregate comparison of overall beginning teacher retention rates at 49 BTIM districts between the 2006-07 to 2007-08 school years and 2007-08 to 2008-09 school years.³² For BTIM Cycle 1, Year 1 participants, the retention rate across all districts was 84.1% (2008-09 school year). For comparison, the beginning teacher retention rate across the same campuses in the prior school year (2007-08 school year) was 69.9%. In 42 of the 49 BTIM Cycle 1 districts (86%), the campus beginning teacher rate increased after the first year of BTIM Cycle 1 implementation compared to immediately prior to program implementation with a median increase in the beginning teacher rate of 14.3%. Seven of the 49 districts reported retention rates that were 30% or more above the prior year retention rate.

Table 6.3: Comparison of 2008 District Level BTIM Retention Rates for Teachers Participating in BTIM and All Beginning Teachers			
District	District Retention Rates		Variance
	Cycle 1 Year 1 BTIM Participating Teachers 2007-08 to 2008-09	All Beginning Teachers at BTIM Campuses 2006-07 to 2007-08	
BEAUMONT ISD	84.2%	46.2%	38.0%
BRYAN ISD	80.3%	62.2%	18.1%
CANUTILLO ISD	100.0%	92.9%	7.1%
CEDAR HILL ISD	59.6%	47.1%	12.5%
CLEAR CREEK ISD	83.0%	66.3%	16.7%
CORPUS CHRISTI ISD	89.5%	60.9%	28.6%
CYPRESS-FAIRBANKS ISD	83.2%	63.0%	20.2%
DALLAS ISD	75.0%	67.2%	7.8%
DEL VALLE ISD	80.5%	71.2%	9.3%
DESOTO ISD	77.0%	88.1%	-11.1%
DONNA ISD	87.1%	68.1%	19.0%
EDINBURG CISD	81.4%	80.8%	0.6%
EL PASO ISD	100.0%	74.4%	25.6%
FORT WORTH ISD	81.8%	76.8%	5.0%
GALENA PARK ISD	95.2%	70.3%	24.9%
HAYS CISD	77.1%	78.8%	-1.7%
HEMPSTEAD ISD	100.0%	70.6%	29.4%
HOUSTON ISD	91.7%	67.3%	24.4%
IDEAACADEMY	86.2%	70.0%	16.2%
JUBILEE ACADEMIC CENTER	80.0%	75.0%	5.0%
KIPP INC CHARTER	64.5%	41.7%	22.8%
LAKE DALLAS ISD	90.9%	90.9%	0.0%
LAMAR CISD	89.1%	64.7%	24.4%
LONGVIEW ISD	78.7%	61.1%	17.6%
MAGNOLIA ISD	91.1%	83.6%	7.5%
MCKINNEY ISD	94.1%	63.2%	30.9%
NORTH EAST ISD	90.5%	85.0%	5.5%
PASADENA ISD	89.6%	56.5%	33.1%
PFLUGERVILLE ISD	80.6%	70.4%	10.2%

³² For both BTIM Cycle 1, Year 1 participants and the comparison group, the ICF team received retention data that did not identify the subjects taught by beginning teachers. Therefore, we cannot investigate whether differences in retention are associated subjects that have been traditionally hard to fill or to retain teachers.

Table 6.3: Comparison of 2008 District Level BTIM Retention Rates for Teachers Participating in BTIM and All Beginning Teachers			
District	District Retention Rates		Variance
	Cycle 1 Year 1 BTIM Participating Teachers 2007-08 to 2008-09	All Beginning Teachers at BTIM Campuses 2006-07 to 2007-08	
PINE TREE ISD	100.0%	50.0%	50.0%
RICHARDSON ISD	82.5%	57.8%	24.7%
ROUND ROCK ISD	81.2%	73.2%	8.0%
ROYAL ISD	72.7%	84.2%	-11.5%
SAN ANTONIO ISD	90.1%	75.9%	14.2%
SAN ANTONIO SCHOOL FOR INQUIRY & CREATIVITY	73.3%	6.7%	66.6%
SAN FELIPE-DEL RIO CISD	89.0%	75.8%	13.2%
SANTA MARIA ISD	100.0%	85.7%	14.3%
SHELDON ISD	79.8%	70.6%	9.2%
SOCORRO ISD	97.1%	82.2%	14.9%
SOUTHSIDE ISD	78.6%	87.9%	-9.3%
SPRING BRANCH ISD	86.9%	55.8%	31.1%
ST ANTHONY SCHOOL	71.4%	0.0%	71.4%
TEMPLE ISD	71.4%	73.5%	-2.1%
TEXAS SCHOOL FOR THE DEAF	100.0%	57.1%	42.9%
UVALDE CISD	52.0%	58.6%	-6.6%
VICTORIA ISD	82.8%	70.9%	11.9%
WESLACO ISD	90.6%	83.1%	7.5%
WOODVILLE ISD	90.9%	78.6%	12.3%
YES PREPARATORY PUBLIC SCHOOLS	80.0%	56.1%	23.9%

Source: BTIM Teacher Retention Data and TEA

Beginning Teacher Characteristics and Retention Rate

The evaluators wanted to determine the teacher characteristics that best predicted beginning teacher retention. Data from the beginning teacher survey and retention data provided by the BTIM grant coordinators were used. The set of predictor variables included (a) job satisfaction, (b) certification route, (c) efficacy in classroom management, (d) efficacy in instructional strategies, (e) efficacy in student engagement, and (f) rating of professional relationship with the mentor. The binary outcome variable was teacher retention at the campus.

Job satisfaction and efficacy in classroom management both are significant, positive predictors of beginning teacher retention. Beginning teachers with higher job satisfaction and beliefs in their classroom management ability were less likely to leave their campus. Contrary to expectations, efficacy in student engagement is a significant, but negative predictor of teacher retention. This means that teachers with high beliefs in their ability to engage students were less likely to be retained. No other variables were significant predictors of teacher retention.

Based on these findings, the effects of teacher, campus, and district characteristics on beginning teacher retention were further explored. The outcome was beginning teacher retention at the same campus. The following variables were used in the model:

- **Teacher Variables:** (a) race, (b) gender, (c) years of experience, (d) certification route, and (e) highest degree attained.

- **Campus Variables:** (a) percentage limited English proficient, (b) percentage special education, (c) race and ethnicity of student body, (d) school type (e.g., high school), (e) percent of teachers who participated in BTIM, (f) percentage of beginning teachers, (g) average years of teaching experience, (h) Title 1 status, (i) community types (e.g., rural), (j) student-teacher ratio, and (k) student mobility rate.
- **District Variables:** (a) BTIM grant funding (the amount of BTIM funding weighted by the total school district operating budget), and (b) district teacher turnover rate.

The analysis of the effects of teacher, campus and district characteristics on participating BTIM teacher retention detected a single, significant relationship: teachers were more likely to remain teaching at the same campuses when their campus had higher percentages of special education students. Although this finding was significant, it may reflect relationships that were not possible to explore in the context of this study.³³ Appendix H provides greater detail about the analyses.

6.2 Relationship between Beginning Teacher Level of Induction and Retention

The evaluation team also wanted to determine the relationship between beginning teacher retention and level of induction. Induction, as mentioned in Chapter 1, is a comprehensive process of sustained training and support for new teachers. Based on Sterling, Horn, Subhan, and Wong’s (2001) literature review, the evaluation team conceptualized seven features of induction: (a) Orientation, (b) Mentoring, (c) Adjustments of Working Condition, (d) Release Time, (e) Professional Development, (f) Collegial Collaboration, and (g) Teacher Assessment. The items of the beginning teacher survey were divided to reflect the seven features. Using beginning teacher survey data, a level of induction variable that included a high level of induction and low level of induction was created. More information on the development of the induction variable is provided in Appendix G.

As illustrated in Table 6.4, beginning teachers were separated into two groups – those reporting having participated in a high number of induction activities (High Level of Induction) and those reporting a low number of induction activities (Low Level of Induction).

Retention Outcome	Low Level of Induction	High Level of Induction
Teacher left to teach in another district (n=71)	49%	51%
Teacher left, plans for future teaching unclear (n=113)	59%	41%
Teacher remained at same campus (n=1,128)	46%	54%
Teacher returned to district, different campus (n=83)	49%	51%

Source: BTIM Beginning Teacher Survey; BTIM Retention Data

Beginning teachers with low levels of induction were slightly more likely to leave the profession than those with high levels of induction. Beginning teachers with high levels of induction were more slightly likely to remain at the same campus than those with low levels of induction.

³³ It is interesting, however, to note that 24% of respondents to the Beginning Teacher Survey indicated they received training related to working with children with special needs. It is unknown whether these teachers were located at campuses with particularly high populations of special education students.

However, no statistically significant relationship was found between level of induction and beginning teacher retention.

6.3 Effect of the BTIM Program on Student Achievement

Another outcome of interest in this evaluation is the effect of the BTIM program on student achievement. Summary case study data indicated that mentors and beginning teachers believed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers' classrooms. In the evaluation team interviews and focus groups, beginning teachers reported learning and implementing new teaching strategies and lesson plans because of the mentoring relationship and felt that students responded well to these new practices. In addition, as classroom management techniques improved, beginning teachers witnessed improvements in student behavior. Beginning teachers indicated that as they learned how to manage their classrooms, they set the stage for a positive learning environment.

To further investigate the relationship of the BTIM to student achievement, the performances of campuses in which teachers participated in the BTIM program were compared to campuses in which teachers did not participate in BTIM. The evaluation team analyzed the relationship between the BTIM program and campus level TAKS scores (since TEA does not connect student TAKS scores to specific teachers). BTIM campuses were matched with non-BTIM campuses using PSM which is a method that matches campuses on similar observable characteristics.³⁴ More detailed information about the PSM analyses can be found in Appendix E.

One campus-level variable (BTIM or no-BTIM) and one district-level variable (BTIM percentage of district funding) were used in the analyses. The percent of students who met the standard on the math and reading TAKS were used as outcomes. From these analyses, findings indicated that middle schools that participated in the BTIM program were less likely than non-BTIM middle schools to have students meeting the standard in TAKS reading. In addition, elementary campuses in districts that receive a higher proportion of funding from the BTIM grant also had significantly lower TAKS student achievement scores in reading than campuses that received a lower proportion of their funding from BTIM. This finding does not necessarily suggest that BTIM campuses are less effective than non-BTIM campuses. It is just as likely that these campuses were selected for BTIM based on such factors as need to improve TAKS scores among the student body. Therefore, the resulting difference in student performance may be due in part to campus differences.

The next section attempts to further understand which characteristics among BTIM campuses predict student achievement. Using the percent of students who met the standard on the math and reading TAKS as outcomes, two analyses were conducted. The teacher-, campus-, and district-level variables that were used in the teacher retention model were used in the achievement models. The 2006-07 TAKS score was also added to the model.

³⁴ PSM was used to match schools on the following nine dimensions: (a) percent of economically disadvantaged students (i.e., free/reduced lunch status), (b) percent of at risk students, (c) racial and ethnic composition of the student body, (d) school attendance rate, (e) percent of special education students, (f) percent of LEP students, (g) total enrollment at the school, (h) TAKS reading and math achievement scores in 2006-07, and (i) graduation rates (high school only).

There were several interesting relationships between teacher and campus characteristics and student achievement. These are:

- Beginning teachers who were certified in a college/university undergraduate program were more likely to teach at a campus where the students passed the math TAKS tests.
- BTIM middle schools had higher student achievement tests than elementary or high schools.
- BTIM campuses located in suburban areas had higher student achievement tests than rural campuses.
- BTIM campuses with higher percentages of LEP students did not perform as well on the reading TAKS test.
- BTIM campuses with higher student mobility had lower percentages of students passing the math and reading TAKS tests.

While this last set of findings (campus level findings) are interesting and shed light on significant predictors of meeting the TAKS standards, these findings are likely not unique to BTIM campuses.

6.4 Relationship between Characteristics of Beginning Teachers and Student Achievement

The relationship between beginning teacher characteristics and student achievement in math and reading was investigated.³⁵ Correlation coefficients were computed among the math and reading 2007-08 TAKS passing rate and beginning teacher job satisfaction score, beginning teacher self-efficacy scores (efficacy in classroom management, efficacy in instructional strategies, and efficacy in student engagement) and beginning teacher beliefs about teaching and learning scores (constructivist beliefs and traditional beliefs).

The relationship between reading achievement and the beginning teacher characteristics was not significant for five of the six characteristics. The relationship between job satisfaction was weak yet significantly positively related to reading achievement ($r = .059$, $p < .05$). This indicates that teachers with higher job satisfaction tended to work in campuses where more students passed the reading TAKS. However, this does not mean that higher job satisfaction among teachers caused higher passing rates.

For math achievement, four of the six characteristics were significantly related. Job satisfaction ($r = .118$, $p < .001$), efficacy in classroom management ($r = .088$, $p < .01$), efficacy in student engagement ($r = .107$, $p < .001$), and constructivist beliefs ($r = .075$, $p < .01$) were weakly yet significantly positively related to math achievement. This indicates that teachers with higher job satisfaction, higher levels of self-efficacy, and who hold constructivist beliefs about teaching and learning tended to work in campuses where more students passed the math TAKS. As with the previous finding, the relationship among these variables is not indicative of causation.

In sum, it must be noted that the goals of the BTIM program are to improve teaching effectiveness and retention of beginning teachers with an ultimate outcome of improved student achievement. However at this time, only early relationships between the BTIM program and student achievement can be detected. The analyses to date do not appear to suggest that BTIM had a meaningful and clear impact on student achievement within the first year of the program.

³⁵ The evaluation team analyzed the relationship between beginning teacher characteristics and campus level TAKS scores since TEA does not connect student TAKS scores to specific teachers.

The impacts of the BTIM program may appear over time, though they may be obscured to some degree by the necessity to analyze all student data at campuses rather than selecting only those students of beginning teachers.

6.5 Effect of the BTIM Program on Job Satisfaction

Beginning teacher job satisfaction was found to be a significant predictor of teacher retention according to the earlier analyses. Correlation analyses showed beginning teacher job satisfaction also was related to higher student achievement in math and reading. Based on these results, the effects of the BTIM program on beginning teacher and mentor job satisfaction were investigated.

Additionally, site visit findings indicated that beginning teachers felt more confident and comfortable in front of the classroom as a result of the mentoring program; the beginning teachers attributed much of their success to their mentor teachers. As the mentor-beginning teacher relationship developed throughout the year, and the beginning teacher began to feel more comfortable, their job satisfaction and level of performance increased as well. One beginning teacher explained, “This program helps build confidence and helps with learning to be more comfortable around students.” The beginning teachers also indicated that they were less anxious because they could go to their mentor with questions and get ideas on how to manage their classroom.

One of the benefits of mentoring induction programs is the career enhancement for veteran teachers who have an opportunity to serve their campus or district as a mentor and contribute to the professional development of new teachers (Southwest Educational Development Laboratory, 2000). In the BTIM summary site visit data, some mentor teachers indicated that their job satisfaction increased because of the mentoring program. They felt very proud when their beginning teachers succeeded or used their teaching strategies within their classrooms. They also stated that it felt good to help a new teacher and build a relationship with them.

The present evaluation examined the BTIM program impacts on job satisfaction among mentors. Specifically, the extent to which mentors feel their role had an impact on their job satisfaction was examined. Also investigated was whether or not mentors felt the role had an impact on their job pedagogy (beliefs about teaching and learning).

Mentors were asked whether serving as a mentor had positively or negatively influenced their teaching satisfaction. They were asked to rate this impact as “A great deal,” “Quite a bit,” “Some influence,” “Very little,” or “Not at all.” Seventy-two percent of mentors reported that the program had “A great deal” or “Quite a bit” of positive impact on their teaching satisfaction, while four percent reported the same levels of negative impact. Table 6.5 presents a summary of the survey findings on the BTIM program’s impact on mentor teachers’ job satisfaction.

Table 6.5: Program Impact on Mentors’ Job Satisfaction					
Item	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
To what extent has being a mentor <i>positively</i> influenced your teaching satisfaction? (n=1,621)	1%	4%	23%	40%	32%
To what extent has being a mentor <i>negatively</i> influenced your teaching satisfaction? (n=1,620)	70%	20%	6%	2%	2%

Source: BTIM Mentor Survey

Mentors were also asked survey items about the influence of the mentoring experience on their teaching practices. They were asked to rate the program’s impact on a scale ranging from “A great deal” to “Not at all.” Table 6.6 presents a summary of the findings related to program impacts on mentor teachers’ pedagogy.

Table 6.6: Program Impact on Mentors’ Pedagogy/Teaching Practices					
Item	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
How much did being a mentor <i>positively</i> influence your teaching practices? (n=1,621)	<1%	4%	24%	41%	29%
How much did being a mentor <i>negatively</i> influence your teaching practices? (n=1,620)	67%	23%	6%	2%	2%

Source: BTIM Mentor Survey

Most mentors agreed that the BTIM program experience had a positive impact on their teaching practices. Like the findings on job satisfaction, 70% of mentors reported that the program had “A great deal” or “Quite a bit” of positive influence on their teaching practices, while four percent reported the same levels of negative impact.

6.6 Relationship between Beginning Teacher Certification Route and Job Satisfaction, Mentor Relationship and Retention

BTIM included beginning teachers who obtained certification through both traditional and alternate routes. An item on the BTIM Beginning Teacher Survey was included, asking beginning teachers to report the manner in which they received their teaching certification: (a) college/university undergraduate certification program, (b) college/university post-bachelor certification program, or (c) alternative certification program (ACP). The evaluation looked at differences in job satisfaction, rating of professional relationship with the mentor, and willingness to return to teaching among the three certification routes.

As illustrated in Table 6.7, job satisfaction ratings were similar across all certification routes.

Table 6.7: Job Satisfaction of Teachers by Certification Route (n=1,582)		
Certification Route	Mean*	S.D.
College/University Undergraduate Certification Program	4.00	.78
College/University Post-Bachelor Certification Program	3.91	.77
Alternative Certification Program (ACP)	3.93	.78

* 1=Strongly Disagree; 2=Disagree; 3=Neither Disagree or Agree; 4=Agree; 5=Strongly Agree

Source: BTIM Beginning Teacher Survey

Beginning teachers were asked to rate their professional relationship with their mentor on a scale ranging from “Excellent” to “Poor.” The beginning teacher rating of the relationship with the mentor was similar across the three certification routes (see Table 6.8), with the majority of ratings falling into the “excellent” or “good” category.

Certification Route	Poor	Adequate	Good	Excellent
College/University Undergraduate Certification Program	6%	8%	21%	65%
College/University Post-Bachelor Certification Program	8%	10%	25%	57%
Alternative Certification Program (ACP)	6%	9%	21%	64%

Source: BTIM Beginning Teacher Survey

Beginning teachers were asked if they were willing to return to the teaching profession in the upcoming year. As with the other analyses, responses were similar across the three certification routes (see Table 6.9). Beginning teachers who were certified in a college/university post-bachelor program were the least likely to report that they would return to teaching although even within this group 96% indicate they are willing to teach the following year.

Certification Route	Yes	No
College/University Undergraduate Certification Program	99%	1%
College/University Post-Bachelor Certification Program	96%	4%
Alternative Certification Program (ACP)	97%	3%

Source: BTIM Beginning Teacher Survey

The evaluation found that a BTIM beginning teacher’s method of obtaining certification did not meaningfully alter his/her perspective on the three key dimensions of the program. Across all certification routes, BTIM beginning teachers expressed similar views related to job satisfaction, mentor relationships, and their willingness to teach in the year after participating in the BTIM program. This finding suggests the BTIM program does not have to offer unique program components for those obtaining certification through traditional versus alternative routes.

6.7 Summary of BTIM Program Outcomes

This chapter examined the effects of the BTIM program on beginning teacher retention, student achievement, and job satisfaction. In addition, it presented the relationship between certification route (traditional and alternative) for beginning teachers and job satisfaction, views on their mentor relationship as well as their willingness to teach in the upcoming year. Findings were:

Beginning Teacher Retention

The evaluation team examined the effect of the BTIM on beginning teacher retention from several perspectives including (a) their self report of teaching plans in the year following BTIM participation, (b) the influence of the BTIM experience on their decision making, (c) a comparison of BTIM to state and national retention rates, and (d) a comparison of beginning teacher retention rates in participating BTIM districts for the cohort teaching the year before BTIM implementation and the first year of BTIM implementation.

- Analyses using data provided from BTIM grant coordinators indicated that the BTIM retention rate for beginning teachers who remained at the same campus (79.1%) was lower than the state (84.8%) and national level (83%). However, it is important to clarify how the state and national rates differ from the BTIM rates. The state retention rate is the percent of teachers, not just beginning teachers, who remained in the district. (When the evaluation team includes BTIM teachers who remained at the same campus as well as those that returned to the district, the BTIM retention is 84.1%, virtually the same as the state average retention rate.) The national rate is the percent of the elementary and secondary teachers who remained in the same campus. The BTIM rate examines the retention of teachers who are in their first and second year of teaching. Additionally it is important to note, the BTIM program targeted districts and campuses with historically high beginning teacher turnover.
- For BTIM Cycle 1, Year 1 teachers returning to the same campus or district, the retention rate was 84.1% (2008-09 school year). For comparison, the beginning teacher retention rate across the same campuses in the prior school year (2007-08 school year) was 69.9%. In 42 of the 49 BTIM campuses (86%), the campus beginning teacher rate increased after the first year of BTIM Cycle 1 implementation compared to immediately prior to program implementation with a median increase in the beginning teacher rate of 14.3%.
- Beginning teachers (49%) attribute, in part, their decision to remain in teaching on experiences with their mentor. Summary site visit data support these findings, as the vast majority of the interviewed beginning teachers stated they will return to their campus or stay within the district next year.
- Using BTIM survey data, teacher characteristics that predicted teacher retention are high job satisfaction, high efficacy in classroom management. Additionally, the evaluation detected an unusual relationship: BTIM teachers reporting high efficacy in student engagement appeared to be less likely to remain in the participating BTIM district. It is important to note that the outcome variable was whether the BTIM teacher left the district. This analysis did not examine whether BTIM teachers who reported high efficacy in student engagement left the district, but remained in teaching.
- Beginning teachers were more likely to remain teaching at the same campuses when they worked in campuses with higher percentages of special education students.
- Beginning teachers at BTIM campuses with relatively lower levels of induction were more likely to leave the profession whereas those with higher levels of induction were more likely to remain at the same campus. However, these relationships were not significant.

Student Achievement

Using propensity score matching techniques to select non-BTIM districts similar in characteristics to BTIM, the evaluation team developed hierarchical linear models to investigate the relationship between BTIM program implementation and student achievement.

Results from comparison of BTIM participating campuses to non-participating campuses were:

- Middle schools that participated in the BTIM program were less likely to have students meeting the standard in TAKS reading.
- Elementary schools receiving a higher proportion of funding from the BTIM grant were less likely to have students meeting the standard in TAKS reading.

These findings do not, however, necessarily suggest that BTIM campuses are less effective than comparison non-BTIM campuses. BTIM campuses may have been selected for BTIM based on such factors as need to improve TAKS scores among the student body. Therefore, the

resulting difference in student performance may be due in part to campus differences that could not be addressed in the early stages of program implementation.

In addition to comparison made between participating BTIM and non-BTIM campuses, the evaluation examined differences among participating BTIM campuses. Results from these analyses included:

- Certification route was related to higher student achievement on math TAKS tests for teachers at BTIM campuses.
- BTIM middle schools were more likely to pass the TAKS in math and reading than BTIM elementary and high schools.
- BTIM campuses located in suburban areas were more likely to pass the TAKS in math and reading than BTIM campuses in town/rural areas.
- BTIM campuses with higher percentages of LEP students were less likely to meet the standard on the reading TAKS.
- BTIM campuses with higher student mobility were less likely to pass the math and reading TAKS tests.
- Summary case study data show that mentors and beginning teachers believed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers' classrooms.

Job Satisfaction

Site visit findings indicated that as the mentor-beginning teacher relationship developed throughout the year, and the beginning teacher began to feel more comfortable in the classroom, their job satisfaction and level of performance increased as well. Site visit data also indicated BTIM beginning teachers who expressed satisfaction in their jobs expressed a willingness to stay at the BTIM campus. Additionally, beginning teacher job satisfaction was found to be a significant predictor of teacher retention according to analyses. As a follow up to these results, the evaluation team examined the relationship between beginning teacher job satisfaction (and other characteristics) and campus student achievement. Additionally, the evaluation investigated relationship between BTIM participation and mentor job satisfaction and teaching practices. Findings included:

- The relationship between beginning teacher job satisfaction was weak yet significantly positively related to reading achievement, indicating that teachers with higher job satisfaction tended to work in campuses where more students passed the reading TAKS.
- Job satisfaction, efficacy in classroom management, efficacy in student engagement, and constructivist beliefs were weak yet significantly positively related to math achievement. This indicates that teachers with higher job satisfaction, higher levels of self-efficacy, and who hold constructivist beliefs about teaching and learning tended to work in campuses where more students passed the math TAKS.
- Mentors (72%) reported that the BTIM program had a positive impact on their job satisfaction.
- Mentors (70%) reported that the BTIM program had a positive influence on their teaching practices.

Certification Route

BTIM included beginning teachers who obtained certification through both traditional and alternate routes. The evaluation looked at differences in job satisfaction, rating of professional relationship with the mentor, and willingness to return to teaching among the three certification routes. Evaluation findings were:

- Beginning teacher job satisfaction ratings and ratings of their professional relationship with their mentor were similar across all certification routes.
- Certification route was found to be related to beginning teacher willingness to teach next year.

Chapter 7. Sustainability and Cost of BTIM Programs

This section presents an assessment of the cost and sustainability of the BTIM program and includes cost breakouts, methods of acquiring funds, and expenditures. The analyses are based on a review of BTIM grant applications, grantee progress reports, AEIS data, and the administrator survey. This chapter addresses the following questions:

- To what extent have campuses/districts affected policies/practices/alternative funding sources that will continue if no future grant funds are available?
- What are the minimum/maximum costs for running a BTIM program that is successful at retaining beginning teachers?³⁶

7.1 Sustainability

Sustainability of BTIM programs is dependent on factors related to adequacy of funding and the success of the programs in terms of increased beginning teacher retention. In this section, data collected from the Cycle 1 administrator survey is used to address questions about alternative funding sources and the likelihood of finding funding to continue a beginning teacher induction or mentoring program.

Additionally, the funding avenues administrators might tap into in the case of cessation of BTIM grant funds are summarized.

Table 7.1 below shows the response of administrators concerning the availability of alternative funding sources to continue a mentoring program. Their responses are divided into two categories – school districts that had a beginning teacher mentoring program before the award of BTIM grant and those that did not. Survey data shows that:

- The majority of administrators (75%) reported that they had a beginning teacher retention program before the award of BTIM grants, and 65% of those administrators reported unavailability of alternative funding sources after BTIM funding stops.
- Administrators that did not have a beginning teacher retention program prior to BTIM implementation (25%) reported higher unavailability of alternative funding sources after BTIM grant funding stops (80%).

Site Visit Data

One district administrator stated, “The mentoring program is critical for the future. We have to have one. The new teachers have to feel supported. When the grant goes away, something has to take its place. I’m hoping there will be another critical component.”

³⁶ The cost and sustainability data were limited by the availability of real-time expenditure and student achievement data. Because of this, the cost effectiveness analyses concentrated on teacher retention.

Table 7.1: Availability of Alternative Funding Sources Grouped by Administrators Who Reported Having and Not Having an Induction and/or Mentoring Program Prior to the BTIM Grant			
Did you have a beginning teacher induction and/or mentoring program before you received this BTIM grant?	Yes (75%) N=200	Are there alternate funding sources to continue the mentoring induction program for beginning teachers? ³⁷	Yes (35%) N=64
			No (65%) N=121
	No (25%) N=68	Are there alternate funding sources to continue the mentoring induction program for beginning teachers? ³⁸	Yes (20%) N=12
			No (80%) N=49

Source: BTIM Administrator Survey, PEIMS Dataset

Table 7.2 below shows the response of administrators on the possibility of alternative funding sources to continue a BTIM-like program. Their responses are divided in two categories – school districts that had a beginning teacher induction and/or mentoring program before the award of BTIM grant funds and those that did not. Survey data shows that:

- Administrators at campuses which had a beginning teacher retention program before the award of BTIM grants mostly (64%) indicated that their district should find funds to continue a beginning teacher retention program after BTIM funding stops.
- Administrators (51%) that did not historically have a beginning teacher retention program reported that their district should find funds to continue a beginning teacher retention program after BTIM funding stops.

Table 7.2: Availability of Alternative Funding Sources Grouped by Administrators Who Reported Having or Not Having an Induction and/or Mentoring Program Prior to the BTIM Grant			
Did you have a beginning teacher induction and/or mentoring program before you received this BTIM grant? ³⁹	Yes (75%) N=200	Do you believe that your school should find funds to continue the BTIM program without grant support? ⁴⁰	Yes (64%) N=118
			No (36%) N=67
	No (25%) N=68	Do you believe that your school should find funds to continue the BTIM program without grant support? ⁴¹	Yes (51%) N=31
			No (49%) N=30

Source: BTIM Administrator Survey, PEIMS Dataset

³⁷ There were 15 missing cases (non-response).

³⁸ There were 7 missing cases (non-response).

³⁹ There were 54 missing cases (non-response).

⁴⁰ There were 15 missing cases (non-response).

⁴¹ There were 7 missing cases (non-response).

Administrators were also asked if alternate funding sources are available to continue the mentoring program for beginning teachers after the BTIM funding stops. Table 7.3 provides a broad list of possible funding sources which may be used to fund implementation of future mentoring induction programs for beginning teachers. Analysis of survey data illustrates that, of the 49 campus administrators who responded to this question, 51% of campus administrators would depend on either district, campus, or local funds, or a combination of all three. Other administrators reported that they would depend on Federal Title I and Title II funds. A smaller percentage of administrators would likely resort to internal human resources and professional development funds.

Funding Source	Dependency
District and/or Campus and/or Local Funds	51%
Federal Title I and II Funds	18%
Other Grants and Donations	10%
General Budget Allocation	8%
HR and Professional Development Funds	8%
Non-Specific Federal Funds	4%

Source: BTIM Administrator Survey, PEIMS Dataset

During the site visits, district and campus administrators were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available. Administrators indicated that it would be very difficult to find alternate funding sources to sustain the grant-funded mentoring program; however, some indicated that they would look for additional grant funding or conduct fundraising events. Similar to the survey findings, administrators in the case study districts thought they could use district operating funds or Federal Title I or Title II funds to continue the program. Some administrators reported that they would reduce the mentor stipend amount and move funds around in their operating budget to keep the mentoring program.

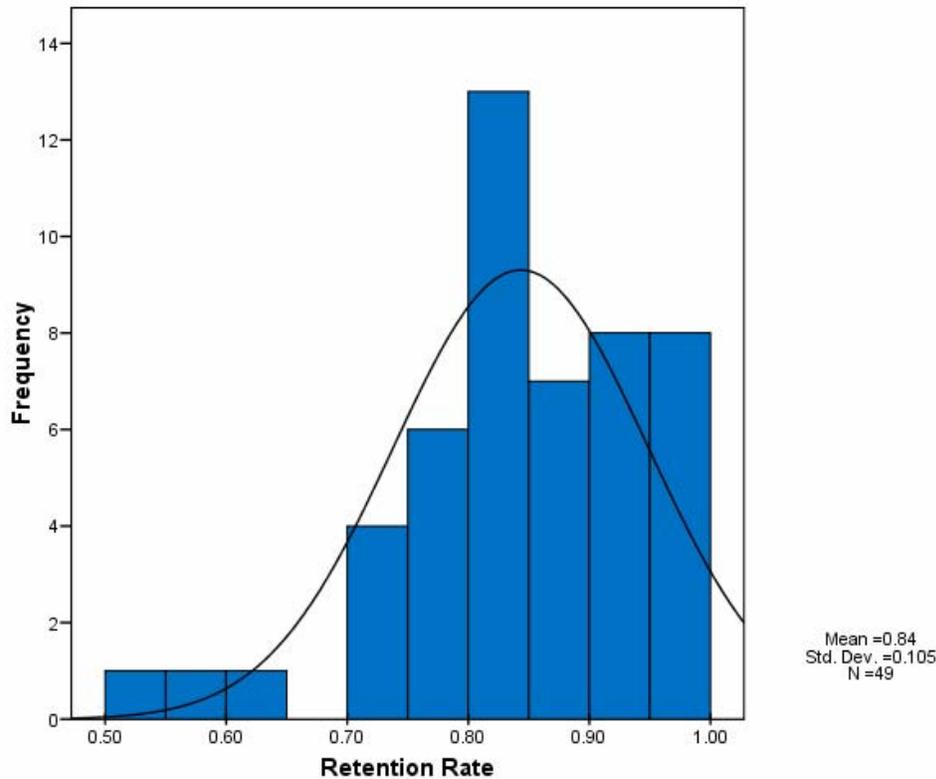
7.1.1 Cost and Effectiveness of BTIM Projects

In this section, the effectiveness of the BTIM programs in retaining beginning teachers is discussed, as well as the cost per beginning teacher and the relationship between beginning teacher retention and program cost.

7.1.1.1 Retention Effectiveness

BTIM grantees reported their respective beginning teacher retention rates at the district level at the end of the first year of BTIM Cycle 1 implementation. These rates ranged from 52% to 100%, with an average of 84%. Figure 7.1 illustrates the distribution of beginning teacher retention rates across grantees after the first year of BTIM Cycle 1 implementation across grantees. The normal curve line is included to illustrate that the district retention rates for the 49 BTIM grantees are normally distributed around the mean of 0.84 with a 0.105 standard deviation. In other words, the average beginning teacher retention rate was 84%, plus or minus 10%, with most district beginning teacher retention rates falling between 74% and 94%. Beginning teacher retention rates alone can be misleading with the absence of a comparison benchmark rate that allows comparison between a district's retention rate and an overall system-wide measure of acceptable beginning teacher retention.

Figure 7.1: Frequency Distribution of District Retention Rates (End of BTIM Cycle 1)



Source: BTIM Teacher Retention Data for each BTIM grantee (received from BTIM grant coordinators)

Two methods, with two different benchmark retention rates, were used to assess the performance of grantees in terms of beginning teacher retention. The first comparison uses the Texas state teacher retention rate of 84.8%⁴² as the benchmark retention rate. Using this number has the advantage of comparison to the state’s average performance and ensures that districts are marked as “meeting or exceeding state standard” only when they are “above average” in terms of beginning teacher retention. The benchmark comparison rate in the second comparison method uses retention rates that BTIM grantees aspired to attain with the use of BTIM grants. For some BTIM grantees, this information was not available and, in turn, historical retention rates were used as the benchmark.⁴³

⁴² Texas state teacher retention rate was calculated as the complementary percentage of TEA’s calculation of the average district turnover rate for teachers in the state of Texas. For Fiscal Year 2007-08, the teacher turnover rate was 15.2% (as reported 11/12/2008). Teacher turnover can be viewed as one indicator of the relative health of the Texas Education System. Presumably, the lower the turnover rate, the more stability in the educational setting, a feature assumed to promote improved student performance. The source is PEIMS, Fall Submission, for the two years used in the calculation. The district turnover rate for teachers is published annually on the Academic Excellence Indicator Reports (AEIS).

⁴³ It should be noted that in this analysis, several districts reported their target as 100% beginning teacher retention. While this is a lofty goal, these targets may not have been realistic. As a result, it is awkward to consider the districts as not successful when they did not meet their lofty goals. Therefore, the findings from this analysis should be interpreted with caution.

Comparison of BTIM Cycle 1 Year 1 retention rates with the Texas state retention average is presented in Table 7.4. Positive and zero variances in retention rates indicate a district’s success at meeting the state’s average of beginning teacher retention rates. BTIM grantees with negative variances indicate that, at the end of first year of BTIM Cycle 1, they have not met or exceeded the Texas average beginning teacher retention rate. Data indicate that 47% of the BTIM grantees successfully met or exceeded their benchmark retention rates as defined by the Texas average beginning teacher retention rate.

Table 7.4: BTIM Cycle 1 Year 1 Retention Rate vs. Texas Average Beginning Teacher Retention Rate ⁴⁴				
District Name	BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate	Benchmark – TX Average Beginning Teacher Retention Rate	Variance	Retention Success
Beaumont ISD	84.2%	84.8%	-0.6%	✘
Bryan ISD	80.3%	84.8%	-4.5%	✘
Canutillo ISD	100.0%	84.8%	+15.2%	✓
Cedar Hill ISD	59.6%	84.8%	-25.2%	✘
Clear Creek ISD	83.0%	84.8%	-1.8%	✘
Corpus Christi ISD	89.5%	84.8%	+4.7%	✓
Cypress-Fairbanks ISD	83.2%	84.8%	-1.6%	✘
Dallas ISD	75.0%	84.8%	-9.8%	✘
Del Valle ISD	80.5%	84.8%	-4.3%	✘
Desoto ISD	77.0%	84.8%	-7.8%	✘
Donna ISD	87.1%	84.8%	+2.3%	✓
Edinburg CISD	81.4%	84.8%	-3.4%	✘
El Paso ISD	100.0%	84.8%	+15.2%	✓
Fort Worth ISD	81.8%	84.8%	-3.0%	✘
Galena Park ISD	95.2%	84.8%	+10.4%	✓
Hays CISD	77.1%	84.8%	-7.7%	✘
Hempstead ISD	100.0%	84.8%	+15.2%	✓
Houston ISD	91.7%	84.8%	+6.9%	✓
IDEA Public Schools	86.2%	84.8%	+1.4%	✓
Jubilee Academic Center	80.0%	84.8%	-4.8%	✘
KIPP Inc Charter	64.5%	84.8%	-20.3%	✘
Lake Dallas ISD	90.9%	84.8%	+6.1%	✓

⁴⁴ While the retention data in this table is presented at the district level, it only includes beginning teachers at those campuses who were part of the BTIM program.

Table 7.4: BTIM Cycle 1 Year 1 Retention Rate vs. Texas Average Beginning Teacher Retention Rate ⁴⁴

District Name	BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate	Benchmark – TX Average Beginning Teacher Retention Rate	Variance	Retention Success
Lamar CISD	89.1%	84.8%	+4.3%	✓
Longview ISD	78.7%	84.8%	-6.1%	✗
Magnolia ISD	91.1%	84.8%	+6.3%	✓
McKinney ISD	94.1%	84.8%	+9.3%	✓
North East ISD	90.5%	84.8%	+5.7%	✓
Pasadena ISD	89.6%	84.8%	+4.8%	✓
Pflugerville ISD	80.6%	84.8%	-4.2%	✗
Pine Tree ISD	100.0%	84.8%	+15.2%	✓
Richardson ISD	82.5%	84.8%	-2.3%	✗
Round Rock ISD	81.2%	84.8%	-3.6%	✗
Royal ISD	72.7%	84.8%	-12.1%	✗
San Antonio ISD	90.1%	84.8%	+5.3%	✓
San Antonio School For Inquiry...	73.3%	84.8%	-11.5%	✗
San Felipe-Del Rio CISD	89.0%	84.8%	+4.2%	✓
Santa Maria ISD	100.0%	84.8%	+15.2%	✓
Sheldon ISD	79.8%	84.8%	-5.0%	✗
Socorro ISD	97.1%	84.8%	+12.3%	✓
Southside ISD	78.6%	84.8%	-6.2%	✗
Spring Branch ISD	86.9%	84.8%	+2.1%	✓
St. Anthony School	71.4%	84.8%	-13.4%	✗
Temple ISD	71.4%	84.8%	-13.4%	✗
Texas School For The Deaf	100.0%	84.8%	+15.2%	✓
Uvalde CISD	52.0%	84.8%	-32.8%	✗
Victoria ISD	82.8%	84.8%	-2.0%	✗
Weslaco ISD	90.6%	84.8%	+5.8%	✓
Woodville ISD	90.9%	84.8%	+6.1%	✓
YES Preparatory Public Schools	80.0%	84.8%	-4.8%	✗

The symbol ✓ indicates that the school district attained/ exceeded the TX Average Beginning Teacher Retention Rate. The symbol ✗ indicates that the school district did not attain the TX Average Beginning Teacher Retention Rate.

Source: BTIM Teacher Retention Data for each ISD (received from BTIM grant coordinators)

Comparison of BTIM Cycle 1 Year 1 Retention Rate with the second benchmark retention rate (retention rates that BTIM grantees aspired to attain with the use of BTIM grants) is presented in Table 7.5 below. Positive and zero variances indicate the district’s success at meeting their retention intent. BTIM grantees with negative variances indicate that, at the end of first year of BTIM Cycle 1, they were unsuccessful at meeting the beginning teacher retention goals outlined in their grant applications. Data indicate that 16 (33%) of the 49 BTIM grantees successfully met or exceeded their benchmark retention rates as defined by their target beginning teacher retention rate established in their grant applications. As noted previously, 17 of the 49 districts had set a target beginning teacher retention rate of 100%, which was a lofty goal. Only two of the 17 districts that established a 100% beginning teacher retention rate goal were successful at meeting their goal.

Table 7.5: BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate vs. Beginning Teacher Target Retention Rate				
District Name⁴⁵	BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate	Benchmark – Target Beginning Teacher Retention Rate (*⁴⁶) (**⁴⁷)	Variance	Retention Success
Beaumont ISD	84.2%	100.0%	-15.8%	✘
Bryan ISD	80.3%	65.0%	15.3%	✓
Canutillo ISD	100.0%	100.0%	0.0%	✓
Cedar Hill ISD	59.6%	75.0%*	-15.4%	✘
Clear Creek ISD	83.0%	53.0%	30.0%	✓
Corpus Christi ISD	89.5%	100.0%*	-10.5%	✘
Cypress-Fairbanks ISD	83.2%	85.0%	-1.8%	✘
Dallas ISD	75.0%	85.0%*	-10.0%	✘
Del Valle ISD	80.5%	90.0%	-9.5%	✘
Desoto ISD	77.0%	66.0%*	11.0%	✓
Donna ISD	87.1%	83.0%*	4.1%	✓
Edinburg CISD	81.4%	100.0%	-18.6%	✘
El Paso ISD	100.0%	80.0%	20.0%	✓
Fort Worth ISD	81.8%	80.0%	1.8%	✓
Galena Park ISD	95.2%	95.0%	0.2%	✓
Hays CISD	77.1%	100.0%	-22.9%	✘

⁴⁵ Spring ISD is not listed in the table because, after they were awarded the grant, they declined the funds and therefore did not participate in Cycle 1.

⁴⁶ (*) indicates that target retention rate information for that grantee was missing from the BTIM grant application. For such districts, the benchmark retention rate was derived from the historical retention rate reported in their BTIM grant application.

⁴⁷ (**) indicates that target retention rate information for that grantee was missing from the BTIM grant application and no historical retention rate information was reported. For such grantees, the average benchmark retention rate of all other grantees (89%) was used as benchmark.

Table 7.5: BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate vs. Beginning Teacher Target Retention Rate				
District Name ⁴⁵	BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate	Benchmark – Target Beginning Teacher Retention Rate (* ⁴⁶) (** ⁴⁷)	Variance	Retention Success
Hempstead ISD	100.0%	85.0%*	15.0%	✓
Houston ISD	91.7%	93.0%	-1.3%	✗
IDEA Public Schools	86.2%	90.0%	-3.8%	✗
Jubilee Academic Center	80.0%	70.0%*	10.0%	✓
KIPP Inc Charter	64.5%	95.0%	-30.5%	✗
Lake Dallas ISD	90.9%	95.0%	-4.1%	✗
Lamar CISD	89.1%	89.0%**	0.1%	✓
Longview ISD	78.7%	90.0%	-11.3%	✗
Magnolia ISD	91.1%	89.0%	2.1%	✓
McKinney ISD	94.1%	100.0%*	-5.9%	✗
North East ISD	90.5%	100.0%	-9.5%	✗
Pasadena ISD	89.6%	95.0%	-5.4%	✗
Pflugerville ISD	80.6%	89.0%**	-8.4%	✗
Pine Tree ISD	100.0%	100.0%*	0.0%	✓
Richardson ISD	82.5%	84.0%	-1.5%	✗
Round Rock ISD	81.2%	95.0%	-13.8%	✗
Royal ISD	72.7%	90.0%	-17.3%	✗
San Antonio ISD	90.1%	88.0%	2.1%	✓
San Antonio School For Inquiry...	73.3%	89.0%**	-15.7%	✗
San Felipe-Del Rio CISD	89.0%	100.0%	-11.0%	✗
Santa Maria ISD	100.0%	70.0%	30.0%	✓
Sheldon ISD	79.8%	100.0%	-20.2%	✗
Socorro ISD	97.1%	100.0%	-2.9%	✗
Southside ISD	78.6%	100.0%	-21.4%	✗
Spring Branch ISD	86.9%	98.0%	-11.1%	✗
St Anthony School	71.4%	100.0%	-28.6%	✗
Temple ISD	71.4%	100.0%	-28.6%	✗
Texas School For The Deaf	100.0%	85.0%	15.0%	✓
Uvalde CISD	52.0%	70.0%	-18.0%	✗

Table 7.5: BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate vs. Beginning Teacher Target Retention Rate				
District Name ⁴⁵	BTIM Cycle 1 Year 1 Beginning Teacher Retention Rate	Benchmark – Target Beginning Teacher Retention Rate (* ⁴⁶) (** ⁴⁷)	Variance	Retention Success
Victoria ISD	82.8%	100.0%	-17.2%	✘
Weslaco ISD	90.6%	100.0%	-9.4%	✘
Woodville ISD	90.9%	100.0%	-9.1%	✘
YES Preparatory Public Schools	80.0%	90.0%	-10.0%	✘

Sources: BTIM Teacher Retention Data and BTIM Grant Applications for each ISD (received from BTIM grant coordinators)

Data indicate that 23 of the BTIM grantees (47%) successfully met or exceeded their benchmark retention rates as defined by the Texas average beginning teacher retention rate, while 16 of the grantees (33%) successfully met or exceeded their benchmark retention rates as defined by their target beginning teacher retention rate established in their grant applications. Overall, 23 grantees (47%) successfully met or exceeded either the Texas state average retention rate or the target retention rates as outlined in their respective BTIM grant applications, and 11 grantees (22%) met or exceeded both benchmarks.

Tables 7.4 and 7.5 above identify two different sets of school districts that have been effective at retaining beginning teachers. One table compares each BTIM grantee’s beginning retention rate to the statewide average retention rate; the other compares each grantee’s beginning teacher retention rate to the target beginning teacher retention rate established in their grant application (or a proxy measure – see Table 7.5 for more information). Comparison of the “success” of individual grantees listed in the two tables shows that 22% of the BTIM grantees successfully met or exceeded both the Texas state average retention rate and the target retention rates outlined in their respective BTIM grant applications.⁴⁸ These school districts are:

- Canutillo ISD,
- Donna ISD,
- El Paso ISD,
- Galena Park ISD,
- Hempstead ISD,
- Lamar CISD,
- Magnolia ISD,
- Pine Tree ISD,
- San Antonio ISD,

⁴⁸ Again, in the absence of a true growth measure, these findings should be interpreted with extreme caution. The goals of the evaluation included measuring cost and sustainability of BTIM grants. Inadequate data prevented a more accurate cost and sustainability study. If longitudinal retention data and more accurate expenditure data becomes available in future analyses of BTIM Cycle 1 grantees, a better assessment of the costs related to desired outcomes can be conducted.

- Santa Maria ISD, and
- Texas School for the Deaf.

7.1.1.2 Year 1 Cost Per Beginning Teacher BTIM Participant

Table 7.6 illustrates the Year 1 program cost per beginning teacher BTIM participant, which were calculated by dividing the Year 1 program expenditures by the number of beginning teacher participants served by the BTIM grant. Year 1 program expenditures are equal to 50% of the total BTIM grant award amount allocated to BTIM grantees for a two-year grant period. A 50%⁴⁹ approximation was used as a proxy measure for the amount of first year expenditures because the actual reported expenditures suffer from an invoicing lag, which distorts the estimation of funds used by each grantee in the first year of Cycle 1.

District Name⁵⁰	Total BTIM Grant Award Amount	Year 1 Program Expenditures	Number of Beginning Teachers BTIM Participants	Year 1 per Beginning Program Cost Teacher BTIM Participant
Beaumont ISD	\$692,000	\$346,000	215	\$1,609
Bryan ISD	\$183,513	\$91,757	71	\$1,292
Canutillo ISD	\$131,575	\$65,788	19	\$3,463
Cedar Hill ISD	\$138,500	\$69,250	47	\$1,473
Clear Creek ISD	\$484,750	\$242,375	112	\$2,164
Corpus Christi ISD	\$69,250	\$34,625	19	\$1,822
Cypress-Fairbanks ISD	\$605,938	\$302,969	131	\$2,313
Dallas ISD	\$415,500	\$207,750	80	\$2,597
Del Valle ISD	\$554,000	\$277,000	159	\$1,742
Desoto ISD	\$212,500	\$106,250	87	\$1,221
Donna ISD	\$425,888	\$212,944	62	\$3,435
Edinburg CISD	\$432,813	\$216,407	59	\$3,668
El Paso ISD	\$384,338	\$192,169	69	\$2,785
Fort Worth ISD	\$692,500	\$346,250	314	\$1,103
Galena Park ISD	\$422,425	\$211,213	62	\$3,407
Hays CISD	\$225,063	\$112,532	70	\$1,608
Hempstead ISD	\$48,475	\$24,238	12	\$2,020
Houston ISD	\$280,463	\$140,232	109	\$1,287

⁴⁹ Use of 50% of grant award as an approximation of first year expenditure serves only the purpose of the current analysis. As actual expenditure data becomes available, there might be substantial variances in expenditures.

⁵⁰ Spring ISD is not listed in the table due to lack of available data.

Table 7.6: Year 1 Program Cost Per Beginning Teacher BTIM Participant

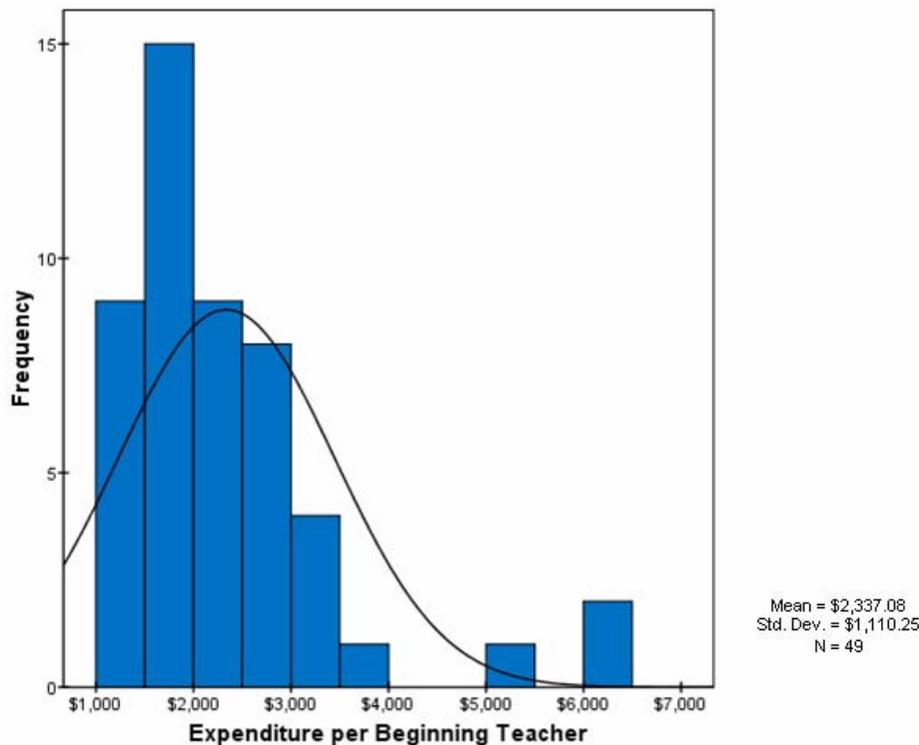
District Name ⁵⁰	Total BTIM Grant Award Amount	Year 1 Program Expenditures	Number of Beginning Teachers BTIM Participants	Year 1 Program Cost per Beginning Teacher BTIM Participant
IDEA Public Schools	\$152,350	\$76,175	29	\$2,627
Jubilee Academic Center	\$69,250	\$34,625	15	\$2,308
KIPP Inc Charter	\$76,175	\$38,088	31	\$1,229
Lake Dallas ISD	\$37,534	\$18,767	11	\$1,706
Lamar CISD	\$353,175	\$176,588	64	\$2,759
Longview ISD	\$173,125	\$86,563	47	\$1,842
Magnolia ISD	\$225,063	\$112,532	45	\$2,501
McKinney ISD	\$204,288	\$102,144	17	\$6,008
North East ISD	\$692,500	\$346,250	137	\$2,527
Pasadena ISD	\$692,500	\$346,250	163	\$2,124
Pflugerville ISD	\$328,938	\$164,469	67	\$2,455
Pine Tree ISD	\$34,625	\$17,313	9	\$1,924
Richardson ISD	\$415,500	\$207,750	194	\$1,071
Round Rock ISD	\$491,675	\$245,838	165	\$1,490
Royal ISD	\$141,963	\$70,982	22	\$3,226
San Antonio ISD	\$360,100	\$180,050	81	\$2,223
San Antonio School For Inquiry...	\$51,938	\$25,969	15	\$1,731
San Felipe-Del Rio CISD	\$207,750	\$103,875	82	\$1,267
Santa Maria ISD	\$62,325	\$31,163	5	\$6,233
Sheldon ISD	\$346,250	\$173,125	89	\$1,945
Socorro ISD	\$588,625	\$294,313	105	\$2,803
Southside ISD	\$69,250	\$34,625	14	\$2,473
Spring Branch ISD	\$557,463	\$278,732	153	\$1,822
St Anthony School	\$27,700	\$13,850	7	\$1,979
Temple ISD	\$287,388	\$143,694	28	\$5,132
Texas School For The Deaf	\$41,550	\$20,775	11	\$1,889
Uvalde CISD	\$141,963	\$70,982	25	\$2,839
Victoria ISD	\$328,938	\$164,469	99	\$1,661
Weslaco ISD	\$141,963	\$70,982	32	\$2,218
Woodville ISD	\$34,625	\$17,313	11	\$1,574

District Name ⁵⁰	Total BTIM Grant Award Amount	Year 1 Program Expenditures	Number of Beginning Teachers BTIM Participants	Year 1 Program Cost per Beginning Teacher BTIM Participant
YES Preparatory Public Schools	\$173,125	\$86,563	45	\$1,924

Source: BTIM Cycle 1 Budgeted Amounts (received from TEA)

The range of Year 1 program cost per beginning teacher BTIM participant was found to be fairly broad. These costs ranged from a minimum of \$1,071 to a maximum of \$6,233, with the mean and standard deviation \$2,337 and \$1,110, respectively. A frequency distribution of Year 1 program cost per beginning teacher BTIM participant can reveal the spending trend among the majority of BTIM grantees. Figure 7.2 shows the frequency of per beginning teacher spending in \$500 increments. Over half of the BTIM grantees (65%) spent between \$1,500 and \$3,000 per beginning teacher while three BTIM grantees that spent in excess of \$5,000 per beginning teacher. The per beginning teacher investment made by BTIM grantees was significantly less than the costs of replacing a teacher (estimated at \$42,000) (Alliance for Excellent Education, 2004).

Figure 7.2: Frequency Distribution of Expenditure Per Beginning Teacher



Source: BTIM Cycle 1 Budgeted Amounts (received from TEA)

7.1.1.3 Relationship between Retention Effectiveness and Year 1 Cost Per Beginning Teacher BTIM Participant

In this section, beginning teacher retention rates at the district level (indicator of program effectiveness) and Year 1 program costs per beginning teacher (or expenditures) are examined, as well as whether a relationship exists between the two program metrics.

A weak, positive relationship was found between beginning teacher retention rates and Year 1 program costs per beginning teacher ($r = 0.215, p > .05$), illustrating that, as expenditure per beginning teacher increases, higher retention rates are likely. However, this relationship was not statistically significant. Therefore, it cannot be concluded that higher spending per beginning teacher will cause higher retention rates.

The next investigation deals with effective BTIM programs and their Year 1 expenditure per beginning teacher. The observation of spending trends among BTIM grantees that have met or exceeded the standard in retaining beginning teachers may suggest the spending range that BTIM grantees should emulate. For the purpose of this analysis, successful programs include BTIM grantees that have either: (a) attained at least an 85% beginning teacher retention rate (the Texas state average retention rate for beginning teachers), or (b) met or exceeded their individual target retention rates as outlined in their BTIM grant application.

Overall, 23 BTIM grantees (47%) successfully met or exceeded either the Texas state average retention rate or the target retention rates as outlined in their BTIM grant application. Table 7.7 lists the program cost per beginning teacher for successful BTIM grantees and unsuccessful BTIM grantees, as defined by either benchmark.

Table 7.7: Year 1 Program Cost Per Beginning Teacher by Grantee

District Name	Year 1 Program Expenditures	Number of Beginning Teacher BTIM Participants	Number of Beginning Teacher BTIM Participants Retained	Percentage of Beginning Teacher BTIM Participants Retained	Year 1 Program Cost per Beginning Teacher BTIM Participant
“Met or Exceeded Standard” BTIM Grantees					
Canutillo ISD	\$65,788	19	19	100%	\$3,463
Corpus Christi ISD	\$34,625	19	17	89%	\$1,822
Donna ISD	\$212,944	62	54	87%	\$3,435
El Paso ISD	\$192,169	69	69	100%	\$2,785
Galena Park ISD	\$211,213	62	59	95%	\$3,407
Hempstead ISD	\$24,238	12	12	100%	\$2,020
Houston ISD	\$140,232	109	100	92%	\$1,287
IDEA Public Schools	\$76,175	29	25	86%	\$2,627
Lake Dallas ISD	\$18,767	11	10	91%	\$1,706
Lamar CISD	\$176,588	64	57	89%	\$2,759
Magnolia ISD	\$112,532	45	41	91%	\$2,501
McKinney ISD	\$102,144	17	16	94%	\$6,008

Table 7.7: Year 1 Program Cost Per Beginning Teacher by Grantee

District Name	Year 1 Program Expenditures	Number of Beginning Teacher BTIM Participants	Number of Beginning Teacher BTIM Participants Retained	Percentage of Beginning Teacher BTIM Participants Retained	Year 1 Program Cost per Beginning Teacher BTIM Participant
North East ISD	\$346,250	137	124	91%	\$2,527
Pasadena ISD	\$346,250	163	146	90%	\$2,124
Pine Tree ISD	\$17,313	9	9	100%	\$1,924
San Antonio ISD	\$180,050	81	73	90%	\$2,223
San Felipe-Del Rio CISD	\$103,875	82	73	89%	\$1,267
Santa Maria ISD	\$31,163	5	5	100%	\$6,233
Socorro ISD	\$294,313	105	102	97%	\$2,803
Spring Branch ISD	\$278,732	153	133	87%	\$1,822
Texas School For The Deaf	\$20,775	11	11	100%	\$1,889
Weslaco ISD	\$70,982	32	29	91%	\$2,218
Woodville ISD	\$17,313	11	10	91%	\$1,574
“Below Standards” BTIM Grantees					
Beaumont ISD	\$346,000	215	181	84%	\$1,609
Bryan ISD	\$91,757	71	57	80%	\$1,292
Cedar Hill ISD	\$69,250	47	28	60%	\$1,473
Clear Creek ISD	\$242,375	112	93	83%	\$2,164
Cypress-Fairbanks ISD	\$302,969	131	109	83%	\$2,313
Dallas ISD	\$207,750	80	60	75%	\$2,597
Del Valle ISD	\$277,000	159	128	81%	\$1,742
Desoto ISD	\$106,250	87	67	77%	\$1,221
Edinburg CISD	\$216,407	59	48	81%	\$3,668
Fort Worth ISD	\$346,250	314	257	82%	\$1,103
Hays C ISD	\$112,532	70	54	77%	\$1,608
Jubilee Academic Center	\$34,625	15	12	80%	\$2,308
KIPP Inc Charter	\$38,088	31	20	65%	\$1,229
Longview ISD	\$86,563	47	37	79%	\$1,842
Pflugerville ISD	\$164,469	67	54	81%	\$2,455
Richardson ISD	\$207,750	194	160	82%	\$1,071
Round Rock ISD	\$245,838	165	134	81%	\$1,490

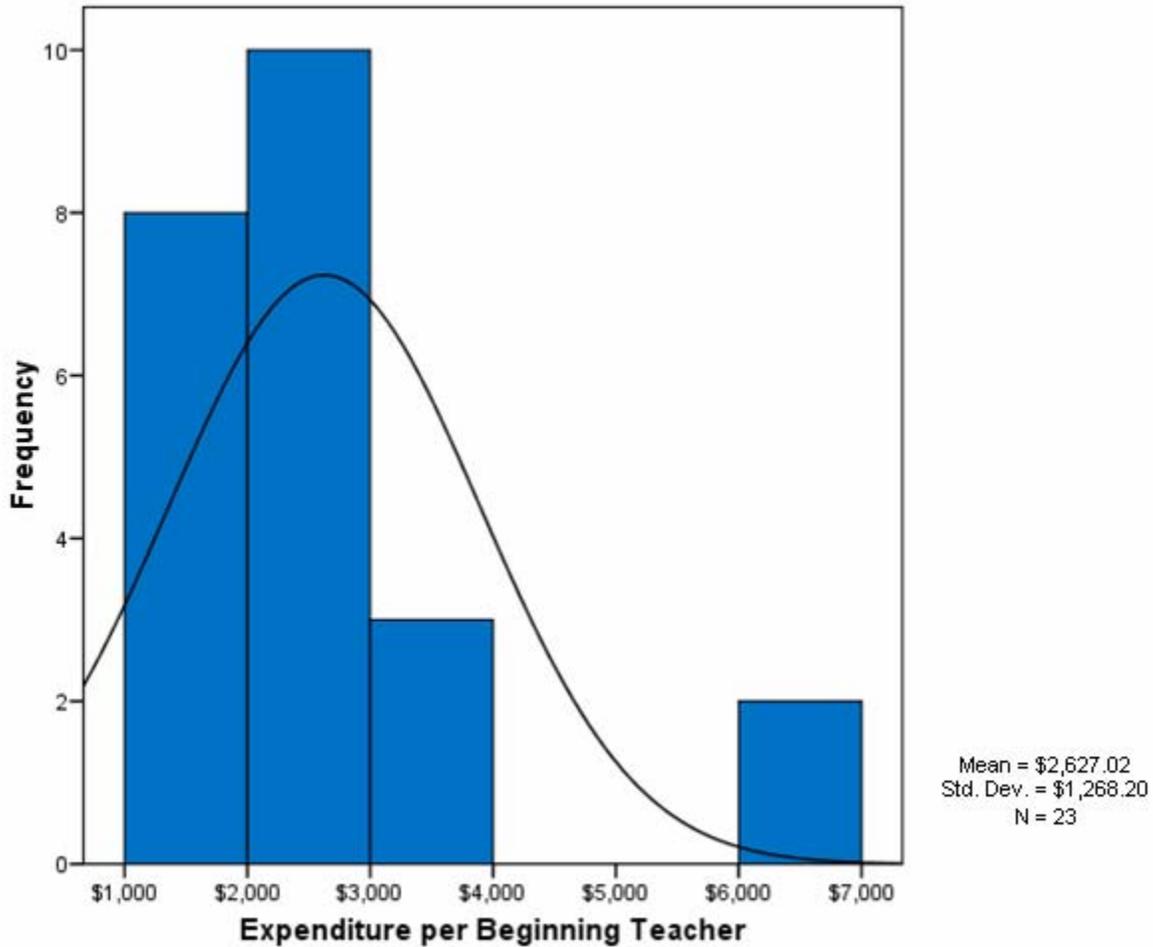
Table 7.7: Year 1 Program Cost Per Beginning Teacher by Grantee

District Name	Year 1 Program Expenditures	Number of Beginning Teacher BTIM Participants	Number of Beginning Teacher BTIM Participants Retained	Percentage of Beginning Teacher BTIM Participants Retained	Year 1 Program Cost per Beginning Teacher BTIM Participant
Royal ISD	\$70,982	22	16	73%	\$3,226
San Antonio School For Inquiry & Creativity	\$25,969	15	11	73%	\$1,731
Sheldon ISD	\$173,125	89	71	80%	\$1,945
Southside ISD	\$34,625	14	11	79%	\$2,473
St Anthony School	\$13,850	7	5	71%	\$1,979
Temple ISD	\$143,694	28	20	71%	\$5,132
Uvalde CISD	\$70,982	25	13	52%	\$2,839
Victoria ISD	\$164,469	99	82	83%	\$1,661
YES Preparatory Public Schools	\$86,563	45	36	80%	\$1,924

Sources: BTIM Progress Reports, BTIM Program Cycle 1 Budgeted Amounts, BTIM Grant Applications, Reported Expenditures, and Teacher Retention Data for each ISD (received from TEA)

The range for program costs per beginning teacher at BTIM grantees meeting or exceeding standards was found to be fairly large, with a minimum of \$1,267 and a maximum of \$6,233, and an average cost of \$2,627. The range is evidence that BTIM grantees are attaining success at retaining beginning teachers at varying levels of expenditure. However, the range and mean alone do not explain much about the relationship between program effectiveness and program costs. A frequency distribution of expenditure per beginning teacher can reveal the spending trend among the majority of BTIM grantees. Figure 7.3 below illustrates the frequency of per beginning teacher spending in \$1,000 increments. Nearly all of successful BTIM grantees (91%) spent less than \$4,000 per beginning teacher, of which 78% spent less than \$3,000 per beginning teacher.

Figure 7.3: Frequency Distribution of Expenditure Per Beginning Teacher (Successful BTIM Grantees)



Sources: *BTIM Progress Reports, BTIM Program Cycle 1 Budgeted Amounts, BTIM Grant Applications, Reported Expenditures, and Teacher Retention Data for each ISD (received from TEA)*

Furthermore, 18 of these 23 BTIM programs have Year 1 cost per beginning teacher below \$3,000. These programs have a mean BTIM participant size of 63, which is larger than the overall mean of 57 for all successful BTIM programs. On the other hand, there are five BTIM programs with Year 1 cost per beginning teacher that are greater than \$3,000 and have a mean BTIM participant size of 30. It is important to note that this difference in means can be an indication of the effect economies of size have on larger programs, which enables them to have lower per beginning teacher expenditures.

Next, beginning teacher retention (indicator of program effectiveness) and Year 1 program costs per beginning teacher at successful BTIM grantees were examined, as well as whether a relationship exists between the two program metrics. This will help program managers understand how much effective BTIM grantees (successful in retaining beginning teachers) are spending per beginning teacher.

A weak, positive relationship exists between retention rate of successful grantees and their Year 1 cost per beginning teacher ($r = .309, p > .05$), indicating that, as expenditure per beginning teacher increases, higher retention rates are likely. However, this relationship is not statistically significant. Therefore, it cannot be concluded that higher spending per beginning teacher will necessarily cause higher retention rates, even for successful BTIM grantees.

7.1.2 Extra Duty Pay

In this section, extra duty pay, in terms of the amount offered to mentors by BTIM grantees, is discussed, as well as the factors considered by grantees in determining the amount of extra duty pay.

7.1.2.1 Amount of Extra Duty Pay Offered by Grantees

Every BTIM grantee offered extra duty pay (i.e., stipend) to mentor teachers for their participation in the mentoring program. The range of extra duty pay amounts varied among the grantees (from \$650 to \$2,500 per year), and was based on the proposed budgets included in their grant applications. In addition to the wide range of amounts offered, grantees reported that they planned to distribute the funds differently. Variations included:

Site Visit Data

Site visit data indicate that each district provided extra duty pay for mentors (i.e., stipends), which ranged from \$650 to \$2,500 per mentor, per beginning teacher. The case study districts had an average of 83 mentors and 108 beginning teachers in the program.

- One-time lump sum payments – About half of the grantees indicated that they would provide extra duty pay to mentors in one-time lump sums paid at the end of the year.
- Hourly wages – Some grantees paid mentors on an hourly basis, ranging from \$7.54 to \$25 per hour. The range is large because some grantees expected the mentors to spend more time with their beginning teachers and paid them a lower hourly rate so as not to exceed \$2,500 per mentor per year.
- Installment or performance-based payments – Grantees that utilized installment or performance-based payments indicated that they would pay mentors after achieving certain milestones such as completion of a training session or the end of each semester.
- Combination of one-time lump sum payments and hourly wages – A few grantees combined lump sum payments and hourly wages. For example, one grantee paid mentors a lump sum stipend, and then paid an hourly wage for mentors to attend training sessions.

Some grantees also offered differentiated extra duty pay for mentors based on the background of their matched beginning teacher. For example, one grantee paid mentors a larger stipend if their beginning teacher was alternatively certified and less for mentors with traditionally certified or second-year beginning teachers. Another grantee paid mentors at targeted campuses a larger stipend than mentors at non-targeted campuses. Additionally, some grantees paid “lead” mentors a larger stipend than supporting mentors, or paid mentors extra duty pay based on the number of beginning teachers they mentored. For example, in at least two districts, a mentor could receive two stipends if they mentored two beginning teachers. In other cases, mentors were paid the same amount of extra duty pay regardless of the number of beginning teachers assigned to them.

7.1.2.2 Determining the Amount of Extra Duty Pay

Grantees were asked which factors they considered in determining the amount of extra duty pay they would offer to mentors for program participation. As shown in Table 7.8, the largest determining factor was the anticipated number of contact hours mentors would spend with their assigned beginning teachers (80%). Other critical factors that grantees considered included the anticipated number of hours in mentor training (73%), the number of beginning teachers with whom a mentor could be paired (61%), and the district’s ability to continue to pay the stipend beyond the grant project period (49%).

Table 7.8: Factors Considered in Determination of Extra Duty Pay Amounts		
Factor	N	Percentage
Anticipated number of contact hours with beginning teacher	39	80%
Anticipated number of hours in mentor training	36	73%
Number of beginning teachers with whom a mentor could be paired	30	61%
District’s ability to continue to pay the stipend amount beyond the grant project period	24	49%
A previous amount paid to mentors in the past	22	45%
Amount that other campuses/districts pay	11	22%
Other extra duty pay mentors were eligible to receive by participating in other “extra” programs	8	16%
Other factors	13	27%

Source: Data reported by BTIM Cycle 1 grantees via e-mail request from TEA, Fall 2008

In terms of other factors that districts considered in determining the amount of extra duty pay, four districts reported that they considered the extra duty pay amounts of other non-grant campuses in the district in order to avoid attrition from non-grant campuses to grant campuses. Other factors reported by individual grantees included:

- The amount of funds available,
- The criteria of the BTIM Cycle 1 grant request for application,
- The amount of local funds that could be used to pay teachers located in campuses outside of the grant,
- The sustainability of grant funding for the second year of implementation,
- The pre-determined amount of extra duty pay set by the district for mentor teachers,
- The district’s ability to sustain the stipend amount was the overriding factor, and
- The anticipated time commitments with the beginning teacher that are beyond contact hours (e.g., paperwork completion, reflection).

7.1.3 Sustainability and Cost of BTIM Programs

The findings suggest that campuses without a history of a beginning teacher retention program are likely to experience a dearth of alternate funding sources. Roughly two of three administrators belonging to campuses that have some BTIM-like program experience believe that their campus should find funds to continue the BTIM program even if grant support is not available. Analyses also revealed that highest dependency for alternate funding sources is on district, campus, local, and Federal Title I and Title II funds. Sustainability of future

beginning teacher induction and mentoring programs targeted at increasing retention rates amongst new teachers is evidenced to rely largely on funds that are local in nature, such as district and campus funds. For school districts, a future-oriented approach would be to design individualized beginning teacher induction programs that reflect their regional, demographic, and other unique needs. This upfront effort might go a long way in securing and effectively using non-local funds such as Title I (improving teaching and learning of children in high-poverty campuses) and Title II (teacher and principal training and recruiting) funds.

Site Visit Data

One principal indicated that a mentoring program is essential, and many others echoed this sentiment. An elementary school principal indicated that funds could be found in the curriculum planning budget, while other administrators cited campus improvement team funding as a possible source of support for the mentoring program.

7.2 Summary of Sustainability and Cost of BTIM Programs

This chapter examined effectiveness in terms of retention rates and expenditure patterns, costs per beginning teacher BTIM participant, and the relationship between beginning teacher retention and cost. In addition, it presented information about the amount of extra duty pay offered by grantees.

Retention Effectiveness

- Of the 49 BTIM grantees, 73% have retention rates above 80% at the district level for beginning teachers participating in BTIM.
- Approximately one in two BTIM grantees was successful at retaining beginning teachers at or greater than the Texas state average beginning teacher retention rate.
- Approximately one in three BTIM grantees was successful at meeting their retention targets as indicated by their performance measures in their grant applications.

Cost Per Beginning Teacher BTIM Participant

- The range of per beginning teacher BTIM participant costs is large and more than 65% of BTIM Cycle 1 grantees spent between \$1,500 and \$3,000 per beginning teacher in the first year of the two-year grant.
- BTIM grantees (65%) spend between \$1,500 and \$3,000 per beginning teacher and there are three BTIM grantees that spend in excess of \$5,000 per beginning teacher.

Relationship between Beginning Teacher Retention and Cost

- A weak, positive relationship was found between retention and expenditure and retention rate and expenditure per beginning teacher.
- BTIM grantees (47%) met or exceeded the Texas state beginning teacher average retention rate.
- The majority of successful⁵¹ BTIM grantees (91%) spent less than \$4,000 per beginning teacher, and 18 of these 21 grantees spent less than \$3,000 per beginning teacher.

⁵¹ The term “successful” is defined as BTIM grantees that either met or exceeded the Texas state average beginning teacher retention rate or met or exceeded their retention targets/historical retention rates.

⁵³ This information was obtained through online surveys of program administrators. Case studies found anecdotal evidence of the importance of the same grade level and subject area when matching mentors with beginning teachers.

Chapter 8. Summary of Evaluation Findings, Limitations, and Implications

The limitations of the present evaluation are discussed and next steps for the BTIM program are presented for consideration.

8.1 Summary of Evaluation Findings

The evaluation utilized existing and new data sources to investigate the research questions. Existing data was obtained from BTIM grant applications, BTIM progress reports, PEIMS, AEIS, and TAKS. New data was collected through online surveys for beginning teachers, mentor teachers, and administrators. An evaluation database also was developed to track BTIM participant demographic data obtained from PEIMS, district uploads, and through online surveys. Case studies supplemented the quantitative data by collecting qualitative information about program effectiveness through interviews and focus groups with beginning teachers, mentor teachers, and administrators.

For the present evaluation, quantitative data was analyzed using descriptive, inferential, and nonparametric statistical techniques. Qualitative data was analyzed for theme and content in an effort to summarize stakeholder perceptions of the BTIM program. Quantitative and qualitative data were combined to generate a comprehensive look at the BTIM program across all evaluation objectives.

The following section presents the key findings from the BTIM evaluation.

8.1.1 Selection, Support, and Training of Mentor Teachers

The selection of experienced teachers to serve as mentors is a critical component of any mentoring induction program (Whisnant et al., 2005). Through their participation in the BTIM program, these veteran teachers had an opportunity to mentor a new teacher and usher them into the teaching profession. Campus administrators in responses to the survey reported the following characteristics were the primary factors guiding mentor selection:

- A demonstrated ability to model best practice instructional strategies,
- The ability to work collaboratively,
- Accessibility and responsiveness to the concerns, progress, and questions of beginning teachers,
- Demonstrated effectiveness in ensuring high levels of achievement for all students, and
- Good communication skills.

Experience in the same subject area and grade level were the characteristics least reported by administrators as affecting the selection of mentor teachers.⁵³ However, these characteristics are often cited in the literature as the two factors that most significantly affect the success and retention of beginning teachers (Johnson et al., 2005; Smith & Ingersoll, 2004). It is unclear why these characteristics were not reported as frequently as others; whether the administrators focused more on instilling best practices in their new teachers, or if matching beginning teachers with a mentor teacher in their subject area and grade level was not always possible.

Mentor teachers also provided feedback on the mentor training provided through the BTIM program. Mentor teachers were very positive about the training they received and the majority reported that the training was helpful in their role as a mentor. Mentor training was designed to

teach mentors how to assist beginning teachers on establishing effective teaching practices and offer techniques for effective mentoring. Mentors reported training topics related to assisting beginning teachers how to establish effective teaching practices focused primarily on classroom management, instructional techniques, assessment strategies, motivation of student learning, and professional development for beginning teachers. Training content around effective mentoring strategies was designed to help mentors establish a positive relationship with beginning teachers and provide constructive feedback.

8.1.2 Match between Mentors and Beginning Teachers

Beginning teachers and mentor teachers were asked survey questions regarding the mentor-beginning teacher relationship. Overall, mentors and beginning teachers described their professional mentoring relationship positively, either “excellent.” Less than 10% were not satisfied with this relationship, describing it as “poor.”

The beginning teachers surveyed reported that their mentors helped them adjust to the campus environment, specifically around learning campus policies and sharing classroom management strategies. Both mentors and beginning teachers reported that mentors helped beginning teachers in developing their professional skills through constructive feedback, helping with lesson planning, and providing effective classroom management and instructional techniques. Mentors and beginning teachers also reported an emotional element to their professional relationship, as the majority of teachers reported that mentors provided beginning teachers with emotional support and helped them prepare for their performance appraisals. Mentors also were open to learning from beginning teachers, allowing them to share new teaching strategies. A small percentage of beginning teachers reported that their mentors did not help them to find professional development activities or prepare them for performance appraisals.

Mentors and beginning teachers met frequently to develop and strengthen their relationship. Both mentors and beginning teachers reported that these meetings typically occurred at least once a week. Mentors and beginning teachers both reported that they met daily more often at the beginning of the school year than at the end.

Mentors and beginning teachers also reported similar barriers and facilitators of their relationship. Overall, the most effective mentor-beginning teacher matches included teachers that had similar beliefs about teaching and learning, classroom management, and a similar teaching style. A successful match included compatible personalities between mentor and beginning teacher and an open line of communication. Effective matches also included teachers that taught the same grade level and subject area, engaged in similar classroom activities, and whose classrooms were in close proximity to each other.

Common facilitators to the mentor-beginning teacher relationship included:

- Compatible personalities,
- Similar beliefs about teaching and learning,
- Similar classroom management and teaching styles,
- Open communication, and
- Development of a trusting relationship.

Those factors that hindered the development of an effective mentor-beginning teacher relationship included:

- Logistical issues (e.g., lack of time to meet, too much paperwork),

- Differences in grade level, subject area, and classroom activities,
- Differences in beliefs about teaching and learning, personalities, and teaching style, and
- Physical distance in classroom location.

The results show that most mentors and beginning teachers valued their relationship and made time to meet with each other. Mentors served as a “local guide” and helped their beginning teachers adjust to the campus climate and learn effective teaching practices. The mentor teachers were able to counsel beginning teachers and provide them with the emotional support they needed to make it through their beginning teacher experience.

8.1.3 Campus-level Support for the BTIM Program

The majority of campus administrators reported that BTIM was a helpful program. Administrators reported that the BTIM program led to such positive outcomes as increased retention of beginning teachers, improving the overall quality of education, and enhanced job satisfaction among beginning teachers and mentor teachers. Administrators perceived that BTIM helped with related outcomes such as student achievement and classroom management.

The results from the administrator survey and site visits suggest that BTIM was perceived as a program that promoted many positive outcomes for both beginning teachers and mentors. Administrators perceived that beginning teachers improved their classroom management and their teaching methods.

The majority of administrators reported the campus provided support for beginning teachers by providing release time for observations (both for the beginning teacher to observe the mentor and vice versa) and individual meetings between the mentors and beginning teachers. Additional support included a new teacher orientation.

8.1.4 BTIM Program Outcomes

The evaluation looked at the effects of the BTIM Program on beginning teacher retention, student achievement, and job satisfaction. The relationship between certification route (traditional and alternative) for beginning teachers and job satisfaction, views on their mentor relationship as well as their willingness to teach in the upcoming year were also examined.

Beginning Teacher Retention

Analyses using data provided from BTIM grant coordinators indicated that the BTIM retention rate for beginning teachers who remained at the same campus (79.1%) was lower than the state (84.8%) and national level (83%). However, it is important to clarify how the state and national rates differ from the BTIM rates. The state retention rate is the percent of teachers, not just beginning teachers, who remained in the district. (When the evaluation team includes BTIM teachers who remained at the same campus as well as those that returned to the district, the BTIM retention is 84.1%, virtually the same as the state average retention rate.) The national rate is the percent of the elementary and secondary teachers who remained in the same campus. The BTIM rate examines the retention of teachers who are in their first and second year of teaching. Additionally it is important to note, the BTIM program targeted districts and campuses with historically high beginning teacher turnover.

Findings revealed that there were several factors that contributed to a beginning teacher’s retention. Nearly half of beginning teachers attributed their decision to remain in teaching on experiences with their mentor. Summary site visit data found some support for this finding, as beginning teachers stated they will return to their campus or stay within the district next year.

Teacher characteristics also influenced a beginning teacher's retention. Specifically, beginning teacher's who experienced high job satisfaction, high efficacy in classroom management, and low efficacy in student engagement were more likely to continue at their current campus. Finally, beginning teachers were more likely to remain teaching at the same campuses when they worked in campuses with higher percentages of special education students.

Student Achievement

The evaluation investigated the relationship between campus participation in BTIM and student achievement. Results from comparison of BTIM participating campuses to non-participating campuses revealed that middle schools participating in the BTIM program were less likely to have students meeting the standard in TAKS reading. These findings do not, however, necessarily suggest that BTIM campuses are less effective than comparison non-BTIM campuses. BTIM campuses may have been selected for BTIM based on such factors as need to improve TAKS scores among the student body. Therefore, the resulting difference in student performance may be due in part to campus differences that could not be addressed in the early stages of program implementation. Additionally, elementary schools receiving a higher proportion of funding from the BTIM grant were less likely to have students meeting the standard in TAKS reading.

Job Satisfaction

The evaluation also investigated the relationship between beginning teachers and mentors participating in the BTIM program and job satisfaction. For beginning teachers, the relationship between beginning teacher job satisfaction and reading achievement was weak yet significantly positive, indicating that teachers with higher job satisfaction tended to work in campuses where more students passed the reading TAKS. In addition, the job satisfaction, efficacy in classroom management, efficacy in student engagement, and constructivist beliefs of beginning teachers were weak yet significantly positively related to math achievement. This indicates that at the end of 2007-08 school year BTIM beginning teachers who reported higher job satisfaction, higher levels of self-efficacy, and who held constructivist beliefs about teaching and learning tended to work in campuses where more students passed the math TAKS. With respect to mentors, the findings reveal that nearly three-quarters of mentors reported that the BTIM program had a positive impact on their job satisfaction (72%) and their teaching practices (70%).

Certification Route

Additionally, the evaluation investigated the relationship between participating in the BTIM program and the experiences of beginning teachers who received their teaching certification through traditional and alternative routes. BTIM beginning teacher job satisfaction ratings and ratings of their professional relationship with their mentor were similar across all certification routes.

8.1.5 Cost and Sustainability of BTIM Programs

Cost of BTIM Program Implementation

The cost data reported by BTIM grant coordinators reveal that the range of per beginning teacher participant costs is large, with a low of \$1,500 to a high of \$5,000. The most successful grantees, those who met or exceeded the Texas state average beginning rate, spent less than \$4,000 per beginning teacher. In fact, 18 of the 21 "successful" grantees spent less than \$3,000 per beginning teacher.

Sustainability of BTIM Program

The findings suggest that campuses with a history of a beginning teacher retention program were more likely to identify alternate funding sources to sustain their mentoring and induction programs. Approximately two-thirds of administrators belonging to campuses that have some BTIM-like program experience believe that their campus should find funds to continue the BTIM program without grant support. Alternate funding sources that were identified included district, campus, local, and Federal Title I and Title II funds. Campus administrators indicated local funds including district and campus operating budgets are the most likely sources for program continuation.

8.2 Limitations

Since the evaluation of the BTIM program began in January 2008 (approximately halfway through the first year of Cycle 1 grantee implementation), one limitation of the evaluation is that survey data was collected at only one point in time. The BTIM surveys were administered at the end of the school year, providing a snapshot of stakeholder perceptions of the program. Because of this limitation, changes over time (e.g., beginning teachers' self-efficacy and job satisfaction) were not examined. Comparing survey results at two points in time would allow a better exploration of cause and effect relationships between beginning teacher, mentor, and administrator perceptions and program outcomes.

Another limitation of the evaluation is the survey sample used to assess BTIM stakeholder perceptions of the program. The survey aimed to receive responses from all BTIM administrators, mentors, and beginning teachers. However, it was not a requirement for BTIM Cycle 1 to respond to the evaluation survey. (Additionally, no incentives to respond were provided to potential survey respondents.) As a result, respondents self-selected whether to participate in the survey. In any self-report survey, there is the potential for inaccuracy due to issues such as recall (e.g., not remembering events or not having the information to respond to the question). There may also be issues with self-disclosure and an element of "satisfying," where respondents are overly positive in their ratings because they perceive that is what the evaluators want to hear (Podsakoff & Organ, 1986).

Case study findings are often used to confirm findings from other sources of data, such as a survey (Stecher & Borko, 2001). Additionally, a case study allows for an in-depth examination of particular issues and questions generally on a single subject; therefore, case study findings cannot be generalized to a larger population. This means that external validity is limited. In other words, the findings from one urban school district may not be applicable to other urban school districts. Recognizing the limitations of case study data, the ICF team used the case studies in the BTIM evaluation to complement survey data and identify overall themes across the BTIM program.

The cost and sustainability study was limited because of the lack of real-time expenditure data. Grantees are not required to draw down their funding until the end of the grant period, which does not allow for accurate information on spending until the grant period has concluded. To account for this, the evaluators utilized an approximation of grantee's first year expenditures, which was the amount equal to 50% of each grantees total grant award. TEA and the ICF evaluators agreed that using this measure to approximate first year expenditure was the most appropriate measure for this analysis at this time. With that said, the findings of the cost and sustainability study should be interpreted with extreme caution. In addition, the findings related to comparing cost to retention success also should be interpreted with extreme caution since the evaluation team did not have multiple data collection points on which to establish a trend.

8.3 Implications

Because the evaluation focused on the first year of BTIM program implementation, it was unlikely that program impacts on student achievement would be significant. The evaluation confirmed no significant impacts on student achievement at BTIM campuses compared to campuses not participating in BTIM. The analyses, however, did indicate that the program appears to have positively influenced teacher retention – beginning teacher retention rates (84% returning to campus or district) at BTIM campuses, which were selected because of their low retention rates, were comparable to the Texas state average (85%) and the national average (83%).

The recommended next steps emphasize actions that the ICF evaluation team believes will bring (a) immediate program improvement and (b) potentially positive impacts on student achievement with long term implementation. The recommended next steps for the BTIM program include:

- **Implementing and fully communicating BTIM program policies and procedures at the grantee level.** Data collected from BTIM grantees indicated a substantial portion either had not developed or had only partially developed program policies (51%) or materials such as handbooks (59%). The full development and implementation of policies and procedures are critical to establishing a shared understanding of the program’s participant responsibilities, available opportunities, and benefits. Moreover, open and consistent communication between all program participants (i.e. administrators, mentors and beginning teachers) is inherently related to successful implementation. A central feature of this communication (through mechanisms such as learning communities and listservs) should be program responsibilities, opportunities, and benefits. Open and consistent communication will provide an additional key benefit, a means for administrators to identify program strengths and weaknesses.
- **Obtaining full participation in training by program administrators.** Generally, training is a key element to understanding the program, obtaining commitment, and instituting effective implementation. The evaluation indicated that training was viewed favorably by administrators, mentors, and beginning teachers. However, a substantial portion (26%) of BTIM program administrators did not receive training. Greater participation in training by administrators may be a means to alleviate issues related to policy development, implementation, and communication to mentors and beginning teachers.⁵⁴ The evaluation team suggests one means to encourage participation among all groups is a combined training at each campus involving administrators, mentors, and beginning teachers. This option could serve to facilitate a shared understanding of the program and facilitate communication among the groups.
- **Removing within campus constraints and logistical and matching barriers.** In the open-ended survey questions and case study visits, beginning teachers and mentors cited physical distance on campus and limited time (planning and preparation) as barriers to establishing an effective relationship. Both groups also identified mismatches in grade and department as barriers. Program administrators should be made fully aware that, provided teaching assignments or other campus issues do not impede, eliminating barriers of these types will potentially yield substantial benefits in implementation.

⁵⁴ The evaluation team did not collect data on previous administrator experiences with other mentor training programs.

- **Monitoring the consistency and nature of mentor-beginning teacher interaction.** Both mentors and beginning teachers reported that the frequency of meetings diminished as the school year progressed. (Beginning teachers consistently reported fewer meetings at each time interval.) The reduced number of meetings may be the result of the perceived need for less interaction as the beginning teacher became more experienced. However, administrators should monitor the trend of mentor-beginning teacher interaction to determine the level and type of interaction between mentors and beginning teachers on their campuses. For instance, as the school year progresses, face-to-face meetings may be supplemented by e-mail exchanges or other informal exchanges. Additionally, administrators should monitor whether the content of mentor-beginning teacher interaction evolves over time. Much of the interaction between mentor-beginning teachers likely focuses on classroom management and instructional techniques, particularly in the early portion of the school year. As the beginning teachers become experienced, comfortable, and confident, the content of the mentor-beginning teacher may need to evolve to ensure consistent and productive interaction.
- **Continuing program evaluation.** The final ICF team recommendation is that the evaluation continues with the BTIM program implementation. The current evaluation only measured the influence of the BTIM program in a single year: the first year of implementation. It is important to understand both the program's evolution of implementation, as well as the BTIM program's influence on teacher retention and student achievement over an extended period – approximately three to five years.

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Appendix A: Technical Advisory Board Members

To ensure the evaluation design and analysis were informed by educational researchers and stakeholders familiar with the Beginning Teacher Induction and Mentoring (BTIM) program, the evaluation team formed a Technical Advisory Board (TAB), composed of external experts in program implementation, evaluation, and education research. TAB members are experienced in beginning teacher induction and mentoring, and understand the issues facing the Texas education system. These experts know what is needed to collect high-quality data in the state, as they work with Texas agencies on a regular basis.

The primary role of the TAB was to serve as a sounding board for the evaluation team. Members' expertise and experience in the field were leveraged to provide advice and commentary during the evaluation process. TAB members were specifically called upon during the analysis phase of the evaluation to comment on early findings and help interpret results for the final report.

TAB Members

Dr. Dianne Hess has over 20 years of experience in the management and implementation of numerous broad-scale projects for educational entities, including local, regional, state, and national services. These projects focused on the area of program evaluation, including extensive site visits, focus group moderation, and oversight of diverse grant activities. Dr. Hess is the owner and founder of Dianne Hess Consulting (DHC), a HUB-certified/woman-owned firm established in 2001 after Dr. Hess retired from public service with the Texas State Board for Educator Certification in Austin, Texas. She has consulted on various Texas Education Agency (TEA) projects, including evaluation and project reporting of the Texas Advanced Placement Spanish Language Middle School Program in 2003. This project involved extensive site visits and coordination of focus groups and interviews throughout the state of Texas with the intent of raising the academic expectations of native Spanish-speaking students and engaging them in early preparation for college success.

Dr. Hess spent 20 years in Texas classrooms as both an elementary and a secondary teacher in the fields of English, Spanish, Latin, and English as a Second Language (ESL). She also gained four years of administrative experience in the central office of Lampasas Independent School District (ISD) as an assistant superintendent for curriculum/instruction and special populations. Dr. Hess has six years of multi-district experience as a regional service center consultant in Huntsville, Texas managing cooperatives in Gifted Education, Bilingual/ESL, and Migrant Education. She also brings to the table six years of state-level experience from her work with statewide Initiatives (based at Education Services Center 13 Austin) and the State Board for Educator Certification. Dr. Hess holds a B.A. and M.Ed. from Southeastern Oklahoma State University and a Ph.D. in Curriculum and Instruction from Texas A & M University.

Dr. Leslie Huling has 20 years of experience in the fields of mentoring and teacher induction. She is a professor of education in the Department of Curriculum and Instruction at the Texas State University – San Marcos, where she directs the Education Policy Implementation Center. In this capacity, Dr. Huling served as the co-principal investigator of the Teacher Induction Study funded by the Center for Research Evaluation and Advancement of Teacher Education (CREATE), and currently directs the Novice Teacher Induction Program (NTIP), which is funded by the Houston Endowment. Prior to joining the Department of Curriculum and Instruction at Texas State University, Dr. Huling was a program director at the Research and Development Center for Teacher Education at the University of Texas at Austin where she was the principal

investigator of the Model Teacher Induction Project and the Teacher Induction in Diverse Contexts Study, a collaborative research study involving 26 sites across the nation.

Previously, Dr. Huling served as the chair of the State Panel on Texas Novice Teacher Induction Support System for the State Board for Educator Certification and also served on four Association of Teacher Educators' national commissions on mentoring and teacher induction. Dr. Huling is the co-author of three books on teacher induction and the author of numerous journal articles on mentoring. She earned her M.S. in Public School Administration from North Texas State University and her Doctor of Education from Texas Tech University.

Dr. Charles Patterson has extensive experience in school administration, serving as the superintendent of the Killeen Independent School District for 17 years. Since his retirement in 2005, Dr. Patterson works as the director of training/transition for the Military Impacted Schools Association (MISA). This organization is composed of approximately 64 public school districts throughout the United States that enroll significant numbers of military children whose parents serve in all branches of the armed services. Dr. Patterson also serves as the project director of the Collaborative Teacher Induction Program (CTIP). The purpose of this project is the development of a comprehensive teacher induction model for novice teachers in Texas that engages both public schools and universities. The project is funded by the Houston Endowment and is being administered through the Texas Association of School Administrators (TASA).

Dr. Patterson previously served as president of the National Association of Federally Impacted Schools (NAFIS) and the Texas Association for Supervision and Curriculum Development. He also served as the past president of the Association for Supervision and Curriculum Development (ASCD). Dr. Patterson received his M.A. and Ed.D. from Baylor University.

Ms. Anne Presley is an experienced educator with McKinney Independent School District in McKinney, Texas. Ms. Presley's content areas include Advanced Placement Government, Advanced Placement Macroeconomics, and at-risk/low income students. As a teacher at McKinney High School, Ms. Presley serves as the campus assistant Advanced Placement (AP) coordinator and the social studies department chair. She also is the campus Advancement via Individual Determination (AVID) coordinator and a site team member, and works as a teacher mentor. Ms. Presley also serves on both the AVID and AP District Leadership Teams, and is a member of the Site-based Decision Making Team.

In 2007, Ms. Presley was named the McKinney Independent School District Teacher of the Year and the Region 10 Secondary Teacher of the Year. She also was a finalist for the honor of Texas State Secondary Teacher of the Year. Ms. Presley has presented at the Texas Council on Social Studies (TSCC) State Convention on alternative certification and teacher retention, and the McKinney Independent School District mentor program. She is a College Board presenter, and also conducted AVID Tutor Training Workshops and Parent Workshops for McKinney Independent School District. Ms. Presley holds a B.A. in Economics from Wilson College and a Social Studies Composite Certification from Texas A & M University, Commerce.

Appendix B: Data Collection Tools

The BTIM evaluation utilized surveys and case studies to collect both quantitative and qualitative data from all stakeholders. The evaluation team developed mentor teacher, beginning teacher, and administrator surveys that included a combination of open-ended and selected response (e.g., rating scale, checklist) formats. These surveys were constructed and tailored for the purposes of the present evaluation.

As a supplement to the data collected through the surveys, case studies were conducted with beginning teachers, mentor teachers, and administrators to gauge their perceptions of the BTIM program's effectiveness (i.e., the degree to which the program is associated with change in teaching practice or influences student learning). Case studies allowed for the collection of in-depth information while maintaining flexibility.

Appendix B includes the following data collection instruments: 1) mentor teacher survey, 2) beginning teacher survey, 3) administrator survey, and 4) case study protocol.

Mentor Teacher Survey

Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program ***Mentor Teacher Survey***

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program. You are being asked to respond to a series of survey items related to the following topics:

- Information about your teaching certification and teaching status
- Beliefs about your impact as a mentor
- Beliefs about teaching and learning
- Perceptions of characteristics related to mentoring effectiveness
- Perceptions of mentor training
- Perceptions of the level of support that your school/campus provides for beginning teachers and mentors
- Information about your professional relationship with your beginning teacher

The survey should take about 30 minutes to complete. The purpose of the survey is to obtain information on the implementation of the BTIM program in order to provide feedback on the program. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported at the conclusion of the study. Your individual responses will be disassociated with your name and any other identifying information.

If you have questions concerning the evaluation or your rights as a participant, please contact Tracy Roberts at 703-385-3200.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to stop the survey at any time.

Signature

Date

Prior to completing the survey, please answer the following items:

Are you mentoring a beginning teacher (someone in their first two years of teaching)?

- Yes
- No

IF YOU ANSWERED “NO,” PLEASE STOP. This survey is for teachers who are mentoring a beginning teacher only. Thank you for your time.

IF YOU ANSWERED “YES,” PLEASE CONTINUE WITH THE SURVEY.

Part I: Demographic Information

Please answer the following questions.

1. Are you currently retired from teaching?
 - Yes
 - No
- 2a. Have you ever been retired from teaching?
 - Yes
 - No
- 2b. If you answered yes, for how long? Please provide any details that will help us understand your time as an active versus retired teacher. _____
3. What is your current teaching certification? **Select all that apply.**
 - I am currently certified to teach in Texas
 - I am currently certified to teach in another state
 - I am working to obtain Texas teaching certification
 - I am not certified and not working to obtain certification
4. What instructional levels do/did you teach? **Select all that apply.**
 - Primary (PK-2)
 - Elementary (3-5)
 - Middle (6-8)
 - High school (9-12)
5. What subject area(s) do/did you teach? **Select all that apply**
 - Language arts
 - Mathematics
 - Reading
 - Social studies
 - Science
 - Other _____
 - _____
 - _____

Part II: Beliefs about your impact as a mentor

The following items are designed to help us gain a better understanding of the kinds of things that create difficulties for mentor teachers in their activities. Please indicate your opinion about each of the statements below.

- | | | A Great Deal |
|--|---|---|
| | | Some Influence |
| | | Not at all |
| 1. How much can you do to help a beginning teacher who is struggling? ... | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 2. How much can you do to help a beginning teacher motivate students who show low interest in school work? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 3. How much can you do to improve any inadequacy of a beginning teacher's instructional techniques? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 4. How much can you do to impact beginning teachers' instructional effectiveness? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 5. To what extent are you effective in monitoring your beginning teacher's professional growth? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 6. How much can you do to be sure a beginning teacher is well-acquainted with school policies and procedures? .. | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 7. To what extent can you help a beginning teacher match classroom activities to state content standards? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 8. How much can you do to improve any inadequacy of a beginning teacher's classroom management system? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 9. How much can you do to help a beginning teacher use a variety of assessment strategies? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |
| 10. To what extent do you have the necessary skills to be an effective mentor? | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> |

Part III: Beliefs about Teaching and Learning

As you think about your classroom, select the circle beside each statement to indicate how much you disagree or agree with the statement.

	Strongly Agree	
	Neither Disagree or Agree	
	Strongly Disagree	

1. I believe that expanding on students' ideas is an effective way to build my curriculum.
2. I prefer to cluster students' desks or use tables so they can work together.
3. I base student grades primarily on homework, quizzes, and tests.
4. To be sure that I teach students all necessary content and skills, I follow a textbook or workbook.
5. I teach subjects separately, although I am aware of the overlap of content and skills.
6. I involve students in evaluating their own work and setting their own goals.
7. I make it a priority in my classroom to give students time to work together when I am not directing them.
8. I make it easy for parents to contact me.
9. My students spend the majority of their seatwork time working individually.
10. For assessment purposes, I am interested in what students can do independently.
11. I prefer to assess students informally through observations and conferences. .
12. I often create thematic units based on the students' interests and ideas.

Part IV: Perceptions of Characteristics Related to Mentoring Effectiveness

Select the circle beside each statement to indicate how much you disagree or agree with the statement.

	Strongly Agree	
	Neither Disagree or Agree	
	Strongly Disagree	

1. I am willing to be a role model for other teachers.
2. I am committed to the teaching profession.
3. I believe that mentoring improves instructional practice.
4. I am able to learn from my mistakes.
5. I am willing to advocate on behalf of colleagues.
6. I am willing to receive training to improve my mentoring skills.
7. My colleagues perceive me as an excellent teacher.
8. I feel comfortable when observed by other teachers.
9. I am knowledgeable of pedagogy and subject matter.
10. I understand the policies and procedures at my school.
11. I have effective classroom management skills.
12. I collaborate well with other teachers. ..
13. I offer critiques in positive and productive ways.
14. I am able to maintain confidentiality. ...
15. I practice attentive listening.
16. I often ask questions that prompt reflection and understanding.
17. I know how to express care for a beginning teacher's emotional needs. ...
18. I am able to maintain trusting professional relationships with my colleagues.
19. I know how to express care for a beginning teacher's professional needs.
20. I easily establish rapport with others. ...

Part V: Mentor Training

The following items are designed to help evaluate your mentor training program and to assess the level of support that you received as a mentor.

- 1a. Did you participate in mentor training prior to meeting your beginning teacher(s)?
- Yes
 - No

If you answered "Yes," skip to **item 2**.

- 1b. If you answered "No," have you received mentor training since being paired with your beginning teacher(s)?
- Yes
 - No

If you answered "Yes," continue to **item 2**. If you answered "No," skip to **Part VI**.

2. The following items will describe the mentor training that you received.
- a. What was the delivery format of the mentor training that you received? **Select all that apply.**
- Face-to-face
 - Online
 - A mix of face-to-face and online
 - Other _____

- b. How many days/hours was the training? _____
- c. Select **all** the topics covered in the training that related to helping a beginning teacher establish effective teaching practices.
- Assessment strategies
 - Classroom management
 - Communication with parents
 - Human development
 - Instructional techniques
 - Lesson planning
 - Motivation of student learning
 - Professional development for beginning teachers
 - Teaching diverse students
 - Other _____

- d. Select **all** the topics covered in the training that related to helping you become an effective mentor.
- Developing coaching skills
 - Developing listening skills
 - Developing observation skills
 - Establishing a positive relationship with a beginning teacher
 - Providing constructive feedback
 - Other _____

3. How would you rate the overall quality of the mentor training you received?
- Excellent
 - Good
 - Adequate
 - Poor
4. Was the training helpful for your role as a mentor?
- Yes, very helpful
 - Somewhat helpful
 - No, not helpful
- 5a. What was the most helpful component of the mentor training? _____

- 5b. What, if anything, about the mentor training could be improved? _____

Part VI: Administrator/School Support

In this section we would like to know about the level of support that your school/campus provides for beginning teachers and the level of support that you received as a mentor.

1. How does the school facilitate contact between mentors and beginning teachers? **Select all that apply.**
- Common planning/preparation time scheduled
 - Meetings between mentors and beginning teachers are scheduled individually by the parties involved
 - Release time for conferencing provided
 - Release time for observation provided
 - School scheduled meetings for mentors and beginning teachers
 - Time during staff in-service days for mentor/beginning teacher collaboration and training
 - Other (please specify) _____

2. To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? **Select all that apply.**
- Classroom assistance (e.g., a teacher aide)
 - Common planning time with colleagues
 - Learning communities
 - New teacher orientation
 - Observation of a veteran teacher's classroom
 - Professional development specifically designed for beginning teachers
 - Reduced work load
 - Regular communication with the school administrator
 - Training to work with English language learners
 - Training to work with students in the special education program

4. **On average**, how often do/did you meet with your beginning teacher during the following months?
- | | | |
|-----------------------------|------------------------|-----------------------|
| | Did Not Meet | |
| | Every Two Weeks | |
| | Daily | |
| a. August – September | <input type="radio"/> | <input type="radio"/> |
| b. October – November..... | <input type="radio"/> | <input type="radio"/> |
| c. December – January..... | <input type="radio"/> | <input type="radio"/> |
| d. February – March | <input type="radio"/> | <input type="radio"/> |
| e. April – May | <input type="radio"/> | <input type="radio"/> |

Part VII: Mentor-Beginning Teacher Relationship

This section will ask you questions about your professional relationship with your beginning teacher.

1. How many beginning teachers are you currently mentoring?
- One
 - Two
 - Three
 - More than three
- 2a. Have you mentored in the past?
- Yes
 - No
- 2b. If yes, how long did you mentor? _____

5. **On average**, how often do/did you have the following time to meet with your beginning teacher?
- | | | |
|--|-----------------------|-----------------------|
| | Frequently | |
| | Sometimes | |
| | Not at All | |
| a. I had release time to meet with my beginning teacher. | <input type="radio"/> | <input type="radio"/> |
| b. I met with my beginning teacher during my "free" period. | <input type="radio"/> | <input type="radio"/> |
| c. I met with my beginning teacher during lunch period. | <input type="radio"/> | <input type="radio"/> |
| d. I met with my beginning teacher before school. | <input type="radio"/> | <input type="radio"/> |
| e. I met with my beginning teacher after school. | <input type="radio"/> | <input type="radio"/> |

IF YOU MENTOR MORE THAN ONE BEGINNING TEACHER, PLEASE ANSWER THE FOLLOWING QUESTIONS BY THINKING ABOUT YOUR RELATIONSHIP WITH A SPECIFIC BEGINNING TEACHER.

- 3a. How would you rate the professional relationship between you and your beginning teacher?
- Excellent
 - Good
 - Adequate
 - Poor
- 3b. Why did you select this rating? _____
- _____
- _____
- _____
- _____

- Please rate your level of agreement with the following statements:
- | | | |
|---|----------------------------------|-----------------------|
| | Strongly Agree | |
| | Neither Disagree or Agree | |
| | Strongly Disagree | |
| 6. I feel my beginning teacher asks me for advice when dealing with difficult teaching problems (e.g., classroom discipline, evaluating student work). | <input type="radio"/> | <input type="radio"/> |
| 7. I provide constructive feedback to my beginning teacher. | <input type="radio"/> | <input type="radio"/> |
| 8. I am willing to learn new teaching strategies from my beginning teacher. ... | <input type="radio"/> | <input type="radio"/> |
| 9. I help my beginning teacher with lesson planning. | <input type="radio"/> | <input type="radio"/> |
| 10. I provide guidance on communicating with parents to my beginning teacher. ... | <input type="radio"/> | <input type="radio"/> |
| 11. I explain school policies to my beginning teacher. | <input type="radio"/> | <input type="radio"/> |

- Strongly Agree**
- Neither Disagree or Agree**
- Strongly Disagree**
12. I provide guidance in finding professional development opportunities (e.g., workshops, classes, etc.) to my beginning teacher.
13. I provide guidance on effective classroom management to my beginning teacher.
14. I assist my beginning teacher with connecting classroom activities to the TAKS.
15. I provide tips on instructional techniques to my beginning teacher. ...
16. I provide emotional support to my beginning teacher.
17. I prepare my beginning teacher for performance appraisals.
18. **On average**, how often did you engage in the following activities with your beginning teacher?

- Frequently**
- Sometimes**
- Not at All**
- a. Face to face meetings
- b. Informal conversations
- c. Written communication.....
- d. Observe beginning teacher in the classroom
- e. Observation in the classroom by beginning teacher
- f. Discussions about professional development
- g. Discussions about school or district policies
- h. Discussions about planning lessons
- i. Discussions about student assessment and TAKS
- j. Discussions about classroom management and student discipline
- k. Discussions about teaching methods.....
- l. Continuous feedback on beginning teacher's teaching practice

19. Was your beginning teacher's grade level the same as yours?
 Yes
 No

20. Was your beginning teacher's subject area the same as yours?
 Yes
 No
21. Was your beginning teacher's campus/school the same as yours?
 Yes
 No

Please indicate your opinion on the following questions:

- A Great Deal**
- Some Influence**
- Not at all**
22. To what extent did you help your beginning teacher during the first year of teaching?
23. How much did being a mentor *positively* influence your teaching practices?
24. To what extent has being a mentor *positively* influenced your teaching satisfaction?
25. How much did being a mentor *negatively* influence your teaching practices?
26. To what extent has being a mentor *negatively* influenced your teaching satisfaction?

- 27a. Would you serve as a mentor in the future?
 Yes
 No

27b. Why or why not? _____

28a. What barriers, if any, do you feel you have faced in developing an effective relationship with your beginning teacher? _____

28b. What factors, if any, do you feel have contributed to the development of an effective relationship with your beginning teacher? _____

Any additional comments you would like to provide about your experiences as a mentor teacher? _____

Thank you for your time and effort in completing this survey.

Beginning Teacher Survey

Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program ***Beginning Teacher Survey***

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program. You are being asked to respond to a series of survey items related to the following topics:

- Information about your teaching certification.
- Satisfaction with teaching.
- Beliefs about your impact as a teacher
- Beliefs about teaching and learning.
- Information about your professional relationship with your mentor teacher.
- Perceptions of the level of support that your school/campus provides for beginning teachers.

The survey should take about 30 minutes to complete. The purpose of the survey is to obtain information on the implementation of the BTIM program in order to provide feedback on the program. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported at the conclusion of the study. Your individual responses will be disassociated with your name and any other identifying information.

If you have questions concerning the evaluation or your rights as a participant, please contact Tracy Roberts at 703-385-3200.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to stop the survey at any time.

Signature

Date

Prior to completing the survey, please answer the following items:

Are you in the first two years of teaching?

- Yes
- No

IF YOU ANSWERED "NO," PLEASE STOP. This survey is for teachers in their first two years of teaching only. Thank you for your time.

If yes, did you participate in a mentoring program at your school/campus?

- Yes
- No

IF YOU ANSWERED "NO," PLEASE STOP. Thank you for your time. **IF YOU ANSWERED "YES," PLEASE CONTINUE WITH THE SURVEY.**

Part I: Demographic Information

We would like to obtain background information about you. Please answer the following questions.

1. What is your current teaching certification? **Select all that apply.**
 - I am currently certified to teach in Texas
 - I am currently certified to teach in another state
 - I am working to obtain Texas teaching certification
 - I am not certified and not working to obtain certification
2. If you are certified to teach in Texas, what was your certification route?
 - College/university undergraduate certification program
 - Alternative certification program (ACP)
 - College/university post-bachelor certification program
3. What instructional levels do you teach? **Select all that apply.**
 - Primary (PK-2)
 - Elementary (3-5)
 - Middle (6-8)
 - High school (9-12)

Part II: Teaching Satisfaction

In this section, we would like to learn about your satisfaction with teaching.

Select the circle beside each statement to indicate how much you disagree or agree with the statement.

Strongly Agree

Neither Disagree or Agree

Strongly Disagree

1. In most ways, being a teacher is close to my ideal.
2. My job surroundings (e.g., campus, classroom) are excellent.
3. I am satisfied with being a teacher.
4. So far, my career as a teacher has been rewarding.
5. If I could choose my career over, I would change almost nothing.
- 6a. Do you plan to teach next year?
 - Yes
 - No
- 6b. If you answered "No" to question 6a, please tell us why.

- 7a. If yes, do you plan to teach at your current school/campus?
 - Yes
 - No
- 7b. If you answered "No" to question 7a, do you plan to teach in your current district?
 - Yes
 - No
- 7c. If you do not plan to teach at your current school/campus or district, please tell us why.

Part III: Beliefs about Your Impact as a Teacher

The following items are designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

	A Great Deal	
	Some Influence	
	Not at All	
1.	How much can you do to control disruptive behavior in the classroom? ...	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2.	How much can you do to motivate students who show low interest in school work?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.	How much can you do to get students to believe they can do well in school work?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4.	How much can you do to help students value learning?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5.	To what extent can you craft good questions for your students?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.	How much can you do to get students to follow classroom rules?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7.	How much can you do to calm a student who is disruptive or noisy?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8.	How well can you establish a classroom management system with each group of students?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9.	How much can you use a variety of assessment strategies?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10.	To what extent can you provide an alternative explanation or example when students are confused?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11.	How much can you assist families in helping their children do well in school? .	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12.	How well can you implement alternative strategies in your classroom?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Part IV: Beliefs about Your Impact as a Teacher

As you think about your classroom, select the circle beside each statement to indicate how much you disagree or agree with the statement.

	Strongly Agree	
	Neither Disagree or Agree	
	Strongly Disagree	
1.	I believe that expanding on students' ideas is an effective way to build my curriculum.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Strongly Agree

Neither Disagree or Agree

Strongly Disagree

2.	I prefer to cluster students' desks or use tables so they can work together.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.	I base student grades primarily on homework, quizzes, and tests.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4.	To be sure that I teach students all necessary content and skills, I follow a textbook or workbook.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5.	I teach subjects separately, although I am aware of the overlap of content and skills.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.	I involve students in evaluating their own work and setting their own goals.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7.	I make it a priority in my classroom to give students time to work together when I am not directing them.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8.	I make it easy for parents to contact me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9.	My students spend the majority of their seatwork time working individually.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10.	For assessment purposes, I am interested in what students can do independently.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11.	I prefer to assess students informally through observations and conferences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12.	I often create thematic units based on the students' interests and ideas.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Part V: Mentor-Beginning Teacher Relationship

1a. How would you rate the professional relationship between you and your mentor?

- Excellent
- Good
- Adequate
- Poor

1b. Why did you select this rating? _____

2. **On average**, how often do/did you meet with your mentor during the following months?
- Did Not Meet**
- Every Two Weeks**
- Daily**
- a. August – September
 - b. October – November
 - c. December – January
 - d. February – March
 - e. April – May

3. **On average**, how often do/did you have the following time to meet with your mentor?
- Frequently**
- Sometimes**
- Not at All**
- b. I met with my mentor during my "free" period.
 - c. I met with my mentor during lunch period.
 - d. I met with my mentor before school. ..
 - e. I met with my mentor after school.

Please rate your level of agreement with the following statements:

- Strongly Agree**
- Neither Disagree or Agree**
- Strongly Disagree**
- 4. I feel comfortable bringing difficult teaching problems (e.g., classroom discipline, evaluating student work) to my mentor.
 - 5. My mentor provides constructive feedback.....
 - 6. My mentor is open to learning new teaching strategies.
 - 7. My mentor helps with lesson planning.
 - 8. My mentor provides guidance on communicating with parents.
 - 9. I learned about school policies from my mentor.
 - 10. My mentor provides guidance in finding appropriate professional development opportunities (e.g., workshops, classes, etc.).

- Strongly Agree**
- Neither Disagree or Agree**
- Strongly Disagree**
- 11. My mentor provides guidance on effective classroom management.
 - 12. My mentor assists with connecting classroom activities to the TAKS.
 - 13. My mentor provides tips on instructional techniques.
 - 14. My mentor provides emotional support.
 - 15. My mentor prepared me for performance appraisals.
 - 16. **On average**, how often did you engage in the following activities with your mentor?

- Frequently**
- Sometimes**
- Not at All**
- a. Face to face meetings
 - b. Informal conversations
 - c. Written communication
 - d. Observation in the classroom by my mentor
 - e. Observe mentor teacher in the classroom
 - f. Discussions about professional development
 - g. Discussions about school or district policies
 - h. Discussions about planning lessons
 - i. Discussions about student assessment and TAKS
 - j. Discussions about classroom management and student discipline.....
 - k. Discussions about teaching methods
 - l. Continuous feedback on my teaching practice

- 17. Was your mentor teacher's grade level the same as yours?
 Yes
 No
- 18. Was your mentor teacher's subject area the same as yours?
 Yes
 No
- 19. Was your mentor teacher's campus/school the same as yours?
 Yes
 No

Please indicate your opinion on the following questions:

A Great Deal

Some Influence

Not at all

20. To what extent has your mentor helped you during your first year of teaching?
21. How much has your mentor influenced your decision to remain in teaching?
- 22a. What barriers, if any, do you feel you have faced in developing an effective relationship with your mentor teacher? _____

- 22b. What factors, if any, do you feel have contributed to the development of an effective relationship with your mentor? _____

- 23a. Besides your mentor, has anyone provided you with important guidance and assistance as a beginning teacher?
 Yes
 No
- 23b. If yes, please describe. _____

Part VI: Beginning Teacher Induction

In this section we would like to know about the level of support that your school/campus provides for beginning teachers.

1. How does your school facilitate contact between mentors and beginning teachers? **Select all that apply.**
- Common planning/preparation time scheduled
 - Meetings between mentors and beginning teachers are scheduled individually by the parties involved
 - Release time for conferencing provided
 - Release time for observation provided
 - School scheduled meetings for mentors and beginning teachers
 - Time during staff in-service days for mentor/ beginning teacher collaboration and training
 - Other (please specify) _____

2. At your school, what options are provided to you as a beginning teacher? **Select all that apply.**
- Classroom assistance (e.g., a teacher aide)
 - Common planning time with colleagues
 - Learning communities
 - New teacher orientation
 - Observation of a veteran teacher's classroom
 - Professional development specifically designed for beginning teachers
 - Reduced work load
 - Regular communication with the school administrator
 - Training to work with English language learners
 - Training to work with students in the special education program

Any additional comments you would like to provide about your experiences as a beginning teacher?

Thank you for your time and effort in completing this survey

Administrator Survey

Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program *Administrator Survey*

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program. You are being asked to respond to a series of survey items related to the following topics:

- Information about the number of mentors and beginning teachers at your school/campus and the percentage of beginning teachers who were matched to a mentor.
- Information about the selection of mentor teachers and how your school supported their activities.
- Information about how your school supported beginning teachers more generally.
- Your perceptions of mentoring program effectiveness.
- Your perceptions of the BTIM training for administrators.
- Cost of implementing the BTIM program.

The survey should take about 30 minutes to complete. The purpose of the survey is to obtain information on the implementation of the BTIM program in order to provide feedback on the program. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported at the conclusion of the study. Your individual responses will be disassociated with your name and any other identifying information.

If you have questions concerning the evaluation or your rights as a participant, please contact Tracy Roberts at 703-385-3200.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to stop the survey at any time.

Signature

Date

What is the name of your school? _____

What is your job title?

- Principal
- Assistant Principal
- Grant Coordinator
- BTIM Grant Coordinator
- Other _____

Part I: Descriptive Information of School/Campus Mentoring Program

1. How many beginning teachers (in their first two years of teaching) are employed at your school/campus?
 - 1 – 5
 - 6 – 10
 - 11 – 15
 - 16 – 30
 - More than 30
2. How many beginning teachers in their first year of teaching were assigned a mentor?
 - Some of them (25%)
 - Half of them (50%)
 - Most of them (75%)
 - All of them
3. How many beginning teachers in their second year of teaching were assigned a mentor?
 - Some of them (25%)
 - Half of them (50%)
 - Most of them (75%)
 - All of them
4. How many mentor teachers do you have at your school/campus?
 - 1 – 5
 - 6 – 10
 - 11 – 15
 - 16 – 30
 - More than 30

Part II: Selection and Support of Mentor Teachers

1. Were you the person responsible for pairing beginning teachers with mentors?
 - Yes
 - No
2. If no, what was the job title of the person who was responsible for pairing beginning teachers with mentors?

3. To your knowledge, what were the characteristics that guided mentor selection? **Select all that apply.**
 - Be readily accessible and responsive to the new teacher’s concerns, progress, and questions
 - Demonstrate effectiveness in ensuring high levels of achievement for all students
 - Demonstrate the ability to maintain confidentiality
 - Demonstrate the ability to model best practice instructional strategies
 - Demonstrate the ability to work collaboratively
 - Exemplify the interpersonal skills of caring, kindness, and understanding
 - Experience in the same grade level
 - Experience in the same subject area
 - Have a minimum of 3 years of teaching experience with a superior record of improving student performance
 - Possess good communication skills
 - Use data to guide decision making and continuous improvement
 - Other (please specify) _____

4. At your school/campus, what options are provided for mentor teachers? **Select all that apply.**
 - Communication with other mentors at the school/campus
 - Materials or equipment for mentoring (e.g., manuals, forms, supplies)
 - Mentor incentives and/or stipends
 - Professional development specifically designed for mentor teachers
 - Reduced work load
 - Regular communication with the school administrator
 - Release time to engage in mentoring activities (e.g., observations, meetings, etc.)
5. How does the school facilitate contact between mentors and beginning teachers? **Select all that apply.**
 - Common planning/preparation time scheduled
 - Allow flexibility in scheduling mentor-beginning teacher meetings
 - Release time for conferencing provided
 - Release time for observation provided
 - School scheduled meetings for mentors and beginning teachers
 - Time during staff in-service days for mentor/ beginning teacher collaboration and training
 - Other (please specify) _____

Please indicate the policies and practices that are being implemented at your school/campus to support the mentoring program:

	Fully Implemented	
	In Development	
	Not Planned	

6. Our school/campus has clearly stated policies about mentors sharing information about beginning teachers (e.g., with administrators)
7. Our school/campus has a clear policy to match mentors to beginning teachers.
8. Our school/campus has a mentor handbook.
9. Our school/campus has a beginning teacher handbook.
10. Our school/campus has clear policy on what to do if the mentor-beginning teacher relationship is not working.

Part III: Support of Beginning Teachers

1. At your school/campus, on which of the following areas does your beginning teacher induction program focus? **Select all that apply.**
 - Teaching methods
 - Curriculum content
 - Advising students
 - Classroom management
 - Preparation for TAKS
 - Familiarity with school policies
 - Working with parents
 - Participating in curriculum and school/campus reform
 - Carrying out school administrative tasks
 - Other (please specify) _____

2. At your school/campus, what options are provided for beginning teachers? **Select all that apply.**
 - Classroom assistance (e.g., a teacher aide)
 - Common planning time with colleagues
 - Learning communities
 - New teacher orientation
 - Observation of a veteran teacher's classroom
 - Professional development specifically designed for beginning teachers
 - Reduced work load
 - Regular communication with the school administrator
 - Training to work with English language learners
 - Training to work with students in the special education program

Part IV: Perceptions of Mentoring Program Effectiveness

- 1a. Have any of your beginning teachers (first or second year) left the school/campus since the start of the BTIM program?
 - Yes
 - No
- 1b. If yes, how many? _____

Please indicate your opinion on the following questions:

	A Great Deal	
	Some Influence	
	Not at all	

2. To what extent do you believe the BTIM program will help in retaining beginning teachers?
3. To what extent has the BTIM program helped beginning teachers successfully assimilate to your school/campus environment?
4. To what extent has the BTIM program improved the overall quality of beginning teachers at your school/campus?
5. To what extent has the BTIM program improved student achievement at your school/campus?
6. To what extent has the BTIM program improved teacher attendance at your school/campus?
7. To what extent has the BTIM program improved classroom management at your school/campus?
8. To what extent has the BTIM program improved job satisfaction in beginning teachers?
9. To what extent has the BTIM program improved job satisfaction in mentor teachers?
- 10a. What barriers, if any, do you feel your campus has faced in developing an effective beginning teacher induction and mentoring program? _____

10b. What factors, if any, do you feel have contributed to the development of an effective beginning teacher induction and mentoring program at your school/campus?

3. How would you rate the quality of the training you've received?
- Excellent
 - Good
 - Adequate
 - Poor
4. Was the training helpful for your role as an administrator?
- Yes
 - No

Part V: BTIM Training

- 1a. Have you participated in training aimed at providing administrators information about beginning teacher induction and mentoring?
- Yes
 - No
- 1b. If yes, when? _____
- 1c. Was it part of a grant?
- Yes
 - No

5a. What was the most helpful component of the training?

If you responded "Yes," complete items 2 through 5b

2. Please answer the following items about the training that you received.
- a. What was the delivery format of the mentor training that you received?
- Face-to-face
 - Online
 - A mix of face-to-face and online
- b. What was the length of the training? (in hours)
- _____
- c. What content was covered in the training?
- Conducting an ongoing evaluation of the mentoring program at your school
 - Engaging in practices that support the mentoring relationship
 - Establishing criteria for matching mentors to beginning teachers
 - Establishing criteria for selecting mentors
 - Establishing policies/procedures that support the mentoring relationship
 - Involving key stakeholders in designing and planning the mentor program
 - Providing ongoing training for mentor teachers
 - Understanding beginning teacher development
 - Other? _____
- _____
- _____

5b. What about the training could be improved?

Part VI: Cost of BTIM Program

1. Did you have a beginning teacher induction and/or mentoring program before you received this BTIM grant?
- Yes
 - No

If yes, briefly describe how this program was funded or what source of funds were used to implement the program.

For financial amount questions, please round to the nearest whole dollar. These items should be answered specifically thinking about costs related to the BTIM grant.

1. What was the cost of training per mentor teacher at your school/campus? _____
2. What is the amount of stipend per mentor teacher at your campus? _____

3. What is the average amount of substitute teacher pay you have spent so far per mentor teacher? _____

4. What is the average amount of other resources you have spent so far per mentor teacher? _____

5. Do you believe that your school should find funds to continue the BTIM program without grant support?

- Yes
- No

6a. Are there alternate funding sources to continue the mentoring induction program for beginning teachers?

- Yes
- No

6b. If yes, what are they? _____

Please share any additional comments about the BTIM grant.

Thank you for your time and effort in completing this survey.

Case Study Protocol

Evaluation of the Beginning Teachers Induction and Mentoring Program Case Study Protocol

1.0 Overview of the BTIM Case Studies

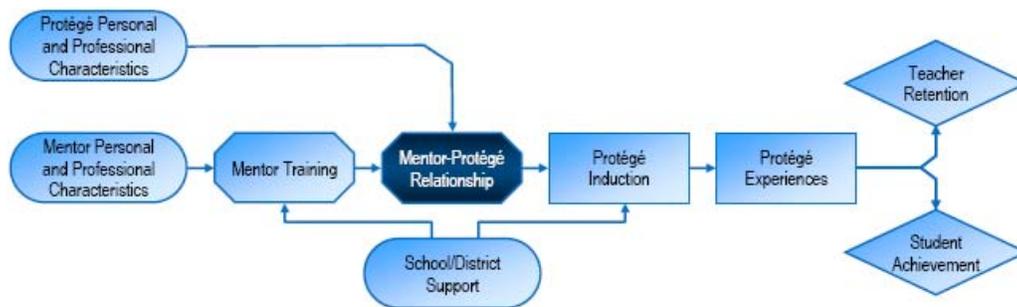
1.1 Approach to Case Study Development

Case studies provide the means by which the ICF evaluators will explore the complex interactions between protégés and mentors to better understand how teacher induction might influence student achievement and teacher retention. ICF evaluators will use a multiple-case design to collect data that will enhance quantitative analyses of survey and extant data, which will be based on the full sample.

1.2 Evaluation Objectives for Case Studies

Case studies will be conducted to describe the BTIM program from the inputs to the outcomes. Figure 1 displays the inputs (protégé and mentor characteristics and school/district support), program characteristics (mentor training and the mentor-protégé relationship), outputs (protégé induction and experiences), and outcomes (teacher retention and student achievement) of the BTIM program.

Figure 1: BTIM Evaluation Logic Model



ICF evaluators will collect qualitative data via case studies on all key evaluation objectives, which are to:

- Describe and evaluate the selection, support, and training of mentor teachers;
- Describe and evaluate the quality of the match between mentors and protégés, and the degree to which this influences student achievement;
- Evaluate the effectiveness of the BTIM program on increasing retention of protégés;
- Evaluate training and support of administrators related to BTIM;
- Evaluate sustainability and cost of BTIM programs as carried out by Cycle 1 and Cycle 2 grantees;
- Evaluate program impacts on job satisfaction among mentors; and
- Explore if BTIM participation is a substantively different experience for teachers who obtained certification via traditional or alternate routes (if teaching is their first career).

Qualitative data for the case studies will be collected through administrator interviews, mentor-protégé dyad interviews/observations, mentor focus groups, and protégé focus groups. In addition, the extant data and document review will also inform the case studies. The crosswalk that is Table 1 lists the seven key objectives and associated evaluation questions and the data sources that will be used to collect information to answer each question.

Table 1: BTIM Crosswalk of Objectives/Evaluation Questions to Data Sources

Objective/Evaluation Question	Data Sources								
	1. Administrator Interviews	2. Dyad Interviews / Observations	3. Mentor Focus Groups	4. Protégé Focus Groups	5. Existing Data	6. Mentor Surveys	7. Protégé Surveys	8. Administrator Surveys	9. Training Observations (Cycle 2)
I. To describe and evaluate the selection, support, and training of mentor teachers									
a. What are the professional, demographic, and affective characteristics of mentor teachers?	X	X	X	X	X	X		X	
b. How are mentor teachers selected for participation in the program?	X		X			X		X	
c. What supports are provided for mentor teachers?	X		X			X		X	
d. What was the extent to which mentors and their protégés engaged in structured, collaborative activities to support student achievement? ▪ Does a match between mentor and protégé teaching beliefs help explain perceptions of this collaboration?		X	X	X		X	X		X
e. What are mentor perceptions of the effectiveness and satisfaction with their training programs?		X	X			X			X
II. To describe and evaluate the quality of the match between mentors and protégés, and the degree to which this influences student achievement									
a. What are the professional and demographic characteristics of protégés?	X	X			X		X	X	
b. What type of relationship did the protégé have with his/her mentor? How did that relationship change over time?		X	X	X		X	X		
c. Was there an option to stay in the relationship for a second year of mentoring?		X				X	X		
d. Were new protégés in 2008-2009 matched to a mentor?	X				X			X	X
e. To what extent did the mentors provide support and professional development for protégés (e.g., assisting protégés to prepare students for the TAKS)?		X	X	X		X	X		
f. To what extent did mentors prepare protégés for performance appraisals?	X	X	X	X		X	X	X	

Objective/Evaluation Question	Data Sources								
	1. Administrator Interviews	2. Dyad Interviews / Observations	3. Mentor Focus Groups	4. Protégé Focus Groups	5. Existing Data	6. Mentor Surveys	7. Protégé Surveys	8. Administrator Surveys	9. Training Observations (Cycle 2)
g. What are the facilitators/barriers to the development of an effective mentoring relationship?		X	X	X		X	X		
h. How are protégé characteristics related to student achievement? <ul style="list-style-type: none"> ▪ How is protégé self-efficacy related to student achievement? ▪ How is protégé job satisfaction related to student achievement? ▪ How are teacher beliefs about pedagogy related to student achievement? 		X	X	X	X	X	X		
i. How did protégés support student achievement?	X	X	X	X		X	X	X	
j. Does BTIM participation influence student achievement?	X	X	X	X	X	X	X	X	
III. To evaluate the effectiveness of the BTIM program on increasing retention of protégés									
a. How has participation in the BTIM program affected protégé retention and job satisfaction? <ul style="list-style-type: none"> ▪ How do retention rates compare to the national average? ▪ How do retention rates compare to the state average? 	X			X	X		X	X	
b. What is the relationship between level of induction and protégé retention?					X		X		
IV. To evaluate training and support of administrators related to BTIM									
a. What are the professional and demographic characteristics of school administrators?	X	X			X			X	
b. What type of training did school administrators engage in regarding mentoring for beginning teachers?	X							X	X
c. What are the perspectives of school administrators regarding the effectiveness of and satisfaction with the mentor training program?	X		X					X	

Objective/Evaluation Question	Data Sources								
	1. Administrator Interviews	2. Dyad Interviews / Observations	3. Mentor Focus Groups	4. Protégé Focus Groups	5. Existing Data	6. Mentor Surveys	7. Protégé Surveys	8. Administrator Surveys	9. Training Observations (Cycle 2)
d. How did school administrators support the BTIM program? <ul style="list-style-type: none"> ▪ What policies were implemented to support the program? ▪ Did school administrators provide adequate support for mentors (e.g., time) for participation in the BTIM program? ▪ Did school administrators provide adequate support for beginning teachers to participate in the BTIM program? ▪ How did BTIM administrative support differ across participating schools and districts? 	X	X	X	X		X	X	X	
e. How are administrator activities related to BTIM effectiveness?	X	X	X		X	X	X	X	
V. To evaluate sustainability and cost of BTIM programs as carried out by Cycle 1 and Cycle 2 grantees									
a. To what extent have schools/districts put into place policies/ practices/ alternative funding sources that will be able to be carried out in case no future grant funds are available?	X				X			X	
b. What are policies/ practices/ alternative funding sources in which non-grantee schools might be able to engage?	X							X	
c. How did schools/districts spend the money (i.e., grant and matching funds)?	X				X			X	
d. How did spending differ between Cycle 1 and Cycle 2?	X				X			X	
e. What is the minimum/maximum cost to run a BTIM program which is successful at retaining beginning teachers who are effective?	X				X			X	
VI. Evaluate program impacts on job satisfaction among mentors									
a. To what extent, if any, do mentors feel the role has had an impact on their job satisfaction?		X	X			X			

Objective/Evaluation Question	Data Sources								
	1. Administrator Interviews	2. Dyad Interviews / Observations	3. Mentor Focus Groups	4. Protégé Focus Groups	5. Existing Data	6. Mentor Surveys	7. Protégé Surveys	8. Administrator Surveys	9. Training Observations (Cycle 2)
b. To what extent, if any, do mentors feel the role has had an impact on their job pedagogy?	X	X	X			X		X	
VII. Is BTIM participation a substantively different experience for teachers who obtained certification in traditional vs. alternate routes/if teaching is their first career?									
a. To what extent, if any, do evaluation findings differ for each type of teacher?		X		X	X		X		

While the quantitative data sources included in the crosswalk will be collected for the full sample, the data from the selected schools will be used to inform the case studies as well, and this will help serve as the bridge between the full sample and the selected schools; thus, the ICF evaluators will be able to triangulate the data to strengthen the findings of the overall evaluation.

1.3 Theoretical Propositions

Based on an examination of the literature (Kajs et al., 2001; Whisnant et al, 2005; Alliance for Excellent Education, 2004) and a review of the intended outcomes of the BTIM program, the theoretical propositions that will guide the case study research are the conditions, elements, and implementation of the BTIM program.

Conditions (both environmental and programmatic) that enable a successful BTIM program include:

- perspective on induction that is multi-year and developmental;
- strong principals;
- high-quality providers of the induction program, including dedicated staff;
- additional support for new teachers with little preparation;
- incentives for novice and veteran teachers to participate;
- alignment among induction, classroom needs, and professional standards;
- cooperation with unions; and
- an adequate and stable source of funding and commitment to outcome evaluation.

Elements that are essential for implementation of a successful BTIM program include:

- a standards-based process for selection of mentors;
- a meaningful relationship between beginning teacher and mentor based on mutual understanding of each other's roles and expectations;
- mentors who are knowledgeable of the beginning teacher's needs and of adult education principles;
- an accountability system involving regular interactions between mentors and beginning teachers;
- high-quality mentoring;
- common planning time and collaboration;

- ongoing professional development;
- participation in an external network of teachers; and
- standards-based teacher evaluation.

Implementation of the BTIM program will influence:

- a reduction in teacher attrition;
- a reduction in the costs of teacher attrition;
- an increase in job satisfaction for beginning teachers;
- an increase in job satisfaction for mentor teachers;
- the professional growth of beginning teachers;
- the development of a tiered professional career model; and
- an improvement in student academic achievement.

1.4 Unit of Analysis

The ICF team selected six sites (i.e., schools, campuses, cases) that represent a range of scenarios of interest to TEA. In some instances, a site visit includes only one school, while in other instances, a site may include more than one school. (NOTE: This was determined in conjunction with TEA based on what can realistically be studied during a four-day site visit with two researchers. Factors considered include logistics, availability of school staff, distances between campuses, etc.). Table 2 is a list of the six selected districts and campuses for BTIM case studies that was developed in conjunction with TEA.

Table 2: Selected Districts and Campuses for BTIM Case Studies						
District/Agency Name (Region)	Number of Campuses	Number of Teachers Served by BTIM	Teacher Retention Rate	Mentor Training Program	School Size	School Locale (Urban, Suburban, Town)
Uvalde (20)	3	41				Town
Edinburg (1)	8	125				Town
Del Valle (13)	9	160				Suburban
Pasadena (4)	15	237				Suburban
El Paso (19)	18	232				Urban
Fort Worth (11)	79	244				Urban

First, the ICF evaluators looked at the number of districts participating in the BTIM grant program within each education service centers (ESC). Based on the desire to represent various regions of the state, the ICF team chose sites from regions 1, 4, 11, 13, 19 and 20.

ESC	# of campuses
1*	26
2	4
3	14
4*	Many (Houston area)
5	16
6	15
7	7
8	None
9	None
10	20+
11*	Many (DFW area)
12	10 (Central Texas)
13*	Many (Austin area)
14	None
15	None
16	None
17	None
18	None
19*	Many (El Paso area)
20*	Many (San Antonio area)

*selected regions

The next step was to group by community type and organized the participating districts into three groups: 1) Town (included Independent Town, Other Central City, and Non-Metropolitan); 2) Suburban (Major Metropolitan Suburban; Other Central City Suburban); and 3) Urban (Major Urban).

Then the ICF evaluators took each district, listed the number of schools and the number of teachers anticipated to be served by that district and organized under the three groups, by region.

Town: There were only 4 districts (Uvalde, Edinburg, Santa Maria and Hempstead) – ICF chose Uvalde and Edinburg because they both had high needs and a base that will support opportunity for data collection. Uvalde has 3 schools and 41 teachers and is in region 20. Edinburg has 8 campuses, 125 teachers and is in region 1.

Suburban: The ICF team selected Del Valle which has 9 schools, 160 teachers, in region 13; and Pasadena which has 15 schools, 237 teachers, in Region 4.

Urban: The ICF evaluators selected El Paso, which has 18 schools, 232 teachers, region 19; and Fort Worth: 79 schools, 244 teachers, Region 11.

The ICF team did not do the next step, which would be to select schools within the districts, but is reviewing available information to make recommendations.

2.0 Field Procedures

2.1 Credentials for ICF Conducting BTIM Case Studies

TEA sent a letter to the superintendent of all schools participating in BTIM to explain that BTIM is being evaluated. In addition, TEA sent a second letter to the superintendent of all schools participating in BTIM to explain that ICF International was selected to conduct the evaluation.

2.2 Gaining Access to Selected Schools and Individual Teachers/Administrators

2.2.1 Scheduling a Site Visit

- Contact site contact person via telephone to:
 - ♦ Describe TEA and the evaluation team's needs and the role you would like them to play as the site contact person for the site visit
 - ♦ Confirm their willingness to participate in this role
 - ♦ Collect their contact information and important information about the campus (e.g., directions, parking, visitor access/sign-in)
 - ♦ Schedule dates with them for the four-day (consecutive) site visit
 - ♦ Consider and work around key dates like the TAKS testing schedule, spring recess, field trips, etc.
 - ♦ Schedule back-up dates in case circumstances change
 - ♦ Inform them of all participants that will need scheduled interviews/focus groups so they can begin preparing their classroom coverage schedule
 - ♦ Inform them of any data needs for the pre-site visit data collection and coordinate how data will be received (e.g., documentation of mentor-protégé dyad meetings)
 - ♦ Request the campus bell schedule and any alternative schedules (e.g., early dismissal schedule)
- Develop agenda for the four-day site visit and continually update/communicate with the site contact person
- Send confirmation e-mail with the following information:
 - ♦ Dates of site visit
 - ♦ Draft agenda (ask site contact person to review and accept)
 - ♦ List of names all individuals (by groups or dyads) that need to be interviewed and for how long
 - ♦ "What to Expect" flyer
- Finalize the agenda based on site contact person's feedback, and include specific rooms where interviews/focus groups will be conducted
- Confirm that the site contact person will be present and can "host" you each day scheduled. If not, ask for someone to serve in that role in their absence.

2.2.2 Preparing for the Site Visit

Being prepared is essential for conducting a successful site visit. Follow this checklist and you will be ready to go.

- Case Study Protocol
- Site Visit Rubric (matrix of forms and who needs to complete them)
- Site Visit Schedule (duplicate copies)
- Consent forms (enough copies for each interview/focus group participant)
- Contact list with site contact person and participants in each focus group/interview
- Forms (duplicate copies):
 - ◆ Administrator interview protocol
 - ◆ Mentor-Protégé dyad interview protocol
 - ◆ Mentor focus group protocol
 - ◆ Protégé focus group protocol
- Audio recorder (digital or cassette)
- Blank cassette tapes (if not using digital)
- Extra batteries
- Box of pencils/pens
- Notepad
- Directions to/from school, hotel, and airport

2.2.3 Conducting the Site Visit

- Arrive early (at least a half-hour before the first interview/focus group) and check-in with the main office or visitor services (be sure to bring your ID, as many schools require it for access)
- Ask to speak with your site contact person (or designee) who should be expecting you
- Ask office personnel if there are any schedule adjustments for that day or any planned drills, early dismissals, or other situations that may affect the site visit schedule
- Confirm the agenda for the day and week and make adjustments for any changes
- Set up the interview/focus group room by arranging chairs/tables/desks if necessary to create a space appropriate for the interview or focus group (be prepared to move around a lot, but always know the campus policies for visitors – do you need an escort/badge or can you move freely about?)
- Prepare to record the interview
- Gain consent from participants prior to recording (see the participant consent documents)
- Be sure to follow the appropriate protocol
- Most importantly, respect participants' time and stay on task/schedule
- Contact the site contact person at the end of the day to plan for the next day

2.2.4 Following-up After the Site Visit

- Send a thank you letter/e-mail to your site contact person and other individuals (as appropriate)

- Finalize any distribution of incentives (if applicable)

2.3 Data Collection Procedures

Data will be collected via protégé focus groups, mentor focus groups, mentor-protégé dyad interviews, administrator interviews, and review of school and district BTIM cost data and program records. (NOTE: Observations of mentor training may be conducted during Cycle 2, but the idea is that ICF will not include this as part of the case studies, which are primarily based on Cycle 1 grantees.) In the following pages, the protocols are included for each of these four sets of interviews and focus groups.

2.3.1 BTIM Administrator Interview Protocol

NOTE: This protocol was developed for use with all “administrator” types who are deemed able to provide relevant information about the implementation of the BTIM-funded mentoring program in the school/district in which they work. Administrators include, but may not be limited to, those individuals who serve in the following positions or roles at the campus or district level: principals, assistant principals, assistant superintendents, mentoring program coordinators, grant administrators, or other campus/district administrators who may be assigned to implement the mentoring program. Selection of these administrators for interview will be done on a case-by-case basis by the ICF/SPS site visit coordinator in consultation with TEA and the appointed campus or district site visit contact person based largely on the organizational structure of each program.

INSTRUCTIONS TO FACILITATORS: Due to the nature of the site visits possibly covering different units of analysis for different site visits (one school, multiple schools, entire district), you will need to clarify up front what the unit of analysis is for each interview you conduct so that the administrator can address this properly. In addition, throughout the interview, you may need to slightly tailor some questions to the particular unit of analysis (e.g., where it says school/district, you should say school, participating schools, or district, as appropriate). Lastly, based on the administrator’s response to question #2 (role in BTIM), it might not be appropriate to ask them all of the questions. Rather, it should be your goal to get all of the questions answered collectively by the pool of administrators during each site visit to inform each individual case study. You may be able to gauge this when you are arranging the site visit and scheduling interviews (like doing an audience analysis). While it would be helpful to have different perspectives, it is not necessary. It never hurts to ask if you are not sure whether they know the answer, but do not get hung up if they do or do not have an answer.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you for agreeing to participate in today's interview regarding the mentoring program in your school/district that is part of TEA's Beginning Teacher Induction and Mentoring Program (BTIM). We greatly appreciate you taking time out of your busy schedule to assist with the statewide objective evaluation that ICF International is conducting (in partnership with SPS) in consultation with TEA.

You were selected to participate in an interview because your individual perspective as an (administrator/program coordinator/other) represents important issues relevant to this evaluation. We are conducting case studies with six participating sites throughout Texas to gather information about training and support, program design and implementation, mentor selection, the relationship between mentors and beginning teachers, program sustainability, and the perceived impact of mentoring programs.

Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). Specifically, any quotations used in reporting will be de-identified so that you or other individuals will not be able to be singled out based on the information that you provide.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other administrators. TEA will have no access to this audio recording. Upon transcription of this recording as appropriate to the evaluation, we will destroy the recording, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Do you have any questions before we begin?

(*) indicates critical probe

District Name:

Campus Name:

Mentor Name:

Beginning Teacher Name:

Date: / / 2008 **Time:** : a.m./p.m.

Overall Program and Experience

First, we'd like to ask you about your background and experience with, and perspective of, the mentoring program in your school/district:

1. Please begin by briefly describing your current position and how long you've been in this position.
2. What has been your experience with and/or role in the mentoring program in your school/district?
3. How would you describe the mentoring program in your school/district?

*Probe: In terms of impetus, why did your school/district decide to participate in the BTIM program? Was this decision made by you or by someone else? If someone else, who?

Probe: In terms of its design, what type of program is it, what are its key features, and who is involved?

Probe: In terms of implementation processes, how often do mentor-beginning teacher pairs meet, how do they schedule their meetings, and lastly, do mentors observe beginning teachers?

Training and Support of Administrators (Objective IV)

Next, we'd like to know about the training and/or support that you've been provided as part of the program, as well any support you've provided to the program and/or its participants:

4. What type of training or support, if any, did your district provide for campus administrators to implement the mentoring program in your school/district?
*Probe: Did you participate in the training? If yes, what did you learn from the training? In what ways, if any, did the training help you implement the mentoring and induction program in your school/district?
5. In what ways, if any, have you provided support to the mentoring program in your school/district?
Probe: Tell me about any policies you implemented (or already in place) in your school/district to support the mentoring program implementation? Any other types of support (e.g., time, resources) you've provided for mentors and/or beginning teachers?

Selection, Support, and Training of Mentor Teachers (Objective I)

Let's talk a little bit about the mentor teachers who participate in the program:

6. How would you characterize the mentor teachers (demographically, professionally, and affectively) in your school/district?
7. How are mentor teachers selected for participation in the mentoring program at your school?
Probe: Is it on a voluntary basis or are mentor teachers assigned?

Match between Mentors and Beginning Teachers (Objective IIa)

We'd also like to ask you about the beginning teachers, and then about the matching of beginning teachers to mentors:

8. Tell me about the beginning teachers (e.g., demographically, in terms of preparation) in your school/district.
*Probe: To what extent, if any, do you think participation in the mentoring program at your school is a different experience for teachers certified via traditional versus alternate routes?
(Objective VII)
9. Tell me about the process for matching beginning teachers to a mentor (and/or vice versa) in your school/district.
10. Tell me how effective you think the beginning teacher-mentor teacher matches have been.
Probe: What do you think helps the development of an effective mentoring relationship?
*Probe: In your opinion, what are the barriers to the development of an effective mentoring relationship?

Program Outcomes

We'd also like to discuss your ideas about the impact of your school's/district's mentoring program:

11. First of all, what do YOU hope will be the outcome(s) of the mentoring program at your school?
12. To what extent (at this point in time), if any, do you think the mentoring program will accomplish what you hope? Why or why not?

Probe: Any examples you have of the program showing signs of working towards the outcomes you are hoping for?

*Probe: What has teacher turnover been like at your school/district in the past and do you think this program will help your school/district retain beginning teachers? (Objective III)

*Probe: What impact, if any, do you expect the program to have on student achievement? (Objective IIb)

Probe: In your opinion, has the mentoring program had any effect on beginning teacher and/or mentor teacher job performance and job satisfaction at your school? If so, in what ways? (Objective III; Objective V)

Sustainability and Cost of Mentoring Program (Objective V)

Finally, we'd like to know your opinion about the costs associated with BTIM in your school/district and how sustainable you think this type of program will be:

13. How do BTIM-initiated activities fit into the overall efforts of mentoring/induction beginning teachers in your school/district (past, present, future)?

*Probe: Was there a teacher mentoring program in place before your school/district received the BTIM grant?

Probe: To what extent did BTIM-funded activities add to what your school/district was already doing?

14. How important do you think having a program like BTIM mentoring program in your school/district is in the future?

Probe: To what extent has your school/district put into place policies/practices/alternative funding sources that will be able to be carried out in case no future grant funds are available?

Probe: If the BTIM funding went away, how hard would you work to find alternate funding sources? Have you already identified any alternate funding sources? If yes, what are they?

15. For the Grant Administrator ONLY: How did your school/district plan to spend the combined grant funds and school matching funds?

Probe: How much does it cost to run the mentoring program at your school?

Probe: How much was your school's matching fund contribution toward the mentoring program at your school? (NOTE: 20% was required by the grant guidelines.)

Probe: How did your school/district fund the matching amount (i.e., from where did these funds originate)?

Probe: How much does your school compensate (financially or otherwise) each mentor teacher?

Wrap Up

16. And to wrap up, is there anything else you would like to add about the mentoring program in your school/district?

2.3.2 BTIM Mentor-Protégé Dyad Interview Protocol

NOTE: This protocol was developed for use with mentor-protégé dyads who are paired together as part of the mentoring program in the schools selected for the case studies. Selection of these “dyads” for interview will be done on a case-by-case basis by the ICF/SPS site visit coordinator in consultation with TEA and the appointed campus or district site visit contact person. Selection will be based largely on the interest/willingness, availability, and consent of the mentor-protégé teacher pairs.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you both for agreeing to participate in today’s interview regarding the mentoring program at your school that is being implemented as part of TEA’s Beginning Teacher Induction and Mentoring (BTIM) Program. We greatly appreciate you both taking time out of your busy schedules to assist with the statewide objective evaluation that ICF International is conducting (in partnership with SPS) in consultation with TEA.

You were selected to participate in this interview because your individual perspectives represent important issues relevant to this evaluation, and we are most interested in learning more about your relationships with each other. We are conducting case studies with six participating sites throughout Texas to gather information about training and support, program design and implementation, mentor selection, the relationship between mentors and beginning teachers, program sustainability, and perceived impact of the mentoring programs. Data collected from this interview and other interviews/focus groups during this site visit will be analyzed along with other data (including survey data) to report on the BTIM program.

Please feel free to be open and candid in your responses to our questions. Before we begin, we want to remind you that your participation in this joint interview is voluntary and that we will keep this information strictly confidential. That means we will not report or present the information you share with us in any way that will identify you. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). We ask that both of you respect each other’s confidentiality and that you do not discuss the contents of what you hear today outside of this interview.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other administrators. TEA will have no access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

(*) indicates critical probe

District Name:

Campus Name:

Mentor Name:

Beginning Teacher Name:

Date: / / 2008 **Time:** : a.m./p.m.

Overall Program and Experience

First, we'd like to ask you both about your backgrounds and experiences with and perspectives of the mentoring program in your school:

1. Please begin by briefly describing how long you've each been teaching at this school.
2. What grades/subjects do you each teach?
Probe: Does this correspond with your certification?
3. How would you describe the mentoring program at your school?
Probe: In terms of its design, what type of program is it, what are its key features, and who is involved?
*Probe: In terms of implementation processes, how often do you meet, how do you schedule your meetings, do mentors observe beginning teachers?

Match between Mentors and Beginning Teachers (Objective IIa)

Next, we're interested in knowing more about how you were matched and how you became involved in the mentoring program:

4. Why did each of you decide to participate/get involved in the mentoring program?
Probe for MENTOR: How were you selected to serve as a mentor as part of the mentoring program at your school?
Probe for MENTOR: What about you makes you an effective mentor?
5. How were you two matched together [as mentor-beginning teacher]?
6. How would you each characterize your mentoring relationship?
7. Can you provide any examples of mentor-beginning teacher matches that you know of (other than yourselves) that are particularly effective?
Probe: What do you think helps the development of an effective mentoring relationship?
8. Do you know of any mentor-beginning teacher matches that haven't been as effective?
Probe: In your opinion, what are the barriers to the development of an effective mentoring relationship?
Probe: Are there any challenges that you've had to overcome in your mentoring relationship? If so, what were they?

Support from Administrators and Other Sources (Objective IV)

Since we're also interested in knowing more about any support mechanisms:

9. In what ways, if any, have the administrators in your school/district provided support to the mentoring program at your school?
Probe: What policies, if any, were implemented (or already in place) at your school to support the mentoring program implementation?
Probe: In what ways (e.g., time), if any, have administrators provided support for mentors or beginning teachers for participation in the mentoring program?
10. In what respects, if any, do you think administrator activities (e.g., training and support) are related to the effectiveness of the mentoring program?
11. What other supports, if any, are provided at your school for you as a mentor or beginning teacher?

Program Outcomes

We'd also like to gauge both of your perceptions about the impact of your school's mentoring program:

12. Can you each recall a time when you had a revelation about your role as a teacher that was related to your experience in the mentoring program? If so, can you describe what happened and how you felt?
Probe: Have you ever experienced something like this during a meeting that you had with each other?
Probe: Have you ever experienced something like this while you were teaching?
13. BEGINNING TEACHERS: Can you recall a situation while you were teaching when you were able to apply something you learned from your mentor? If so, can you describe that situation?
14. MENTORS: Can you recall a time when you felt you really made a difference or really helped (name of beginning teacher)? If so, what happened and how did it make you feel?
15. What do YOU hope to gain from participation in the program?
16. To what extent (at this point in time), if any, do you think the mentoring program will accomplish what you hope to gain? Why or why not?
*Probe: Any examples you have of the program showing signs of working toward the outcomes you are hoping for?
*Probe: In what ways, if any, do you think your mentoring relationship has influenced student achievement? Any examples? (IIb)
Probe: Do you think your experiences in the mentoring program may eventually influence student achievement? If so, in what ways?
Probe: To what extent, if any, do you feel having/being a mentor has had an impact on your job satisfaction or teaching methods (i.e., pedagogy)? (Objectives VI and III)
17. In what ways, if any, do you think the mentoring program has/will affect your decision to remain in your position at your school? (Objective III)
18. How would you each describe your level of satisfaction with the mentoring program at your school?
Probe: To what extent do you both feel the mentoring program at your school is effective overall?

Wrap Up

19. And to wrap up, is there anything else you would like to add about your experience with the mentoring program at your school?

2.3.3 BTIM Mentor Focus Group Protocol

NOTE: This protocol was developed for use during mentor focus groups in the schools selected for the case studies. Selection of mentor teachers to participate in the focus groups will be done on a case-by-case basis by the ICF/SPS site visit coordinator in consultation with TEA and the appointed campus or district site visit contact person. Selection will be based largely on the interest/willingness, availability, and consent of the mentor teachers. For the most part, these focus groups will take place after school on one or more days during the site visit.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you for agreeing to participate in today's focus group regarding the mentoring program at your school that is being implemented as part of TEA's Beginning Teacher Induction and Mentoring (BTIM) Program. We greatly appreciate you taking time out of your busy schedules to assist with the statewide objective evaluation that ICF International is conducting (in partnership with SPS) in consultation with TEA. We are very interested in your experiences with the program and your feedback will help inform the overall evaluation.

You were selected to participate in this focus group because your individual perspectives represent important issues relevant to this evaluation, and we are most interested in learning more about your experiences as mentors in the mentoring program at your school. We are conducting case studies with six participating sites throughout Texas to gather information about training and support, program design and implementation, mentor selection, the relationship between mentors and beginning teachers, program sustainability, and perceived impact of the mentoring programs. Data collected from this focus group and other interviews/focus groups during this site visit will be analyzed along with other data (including survey data) to report on the BTIM program.

Before we begin, we want to remind you that your participation in this focus group is voluntary and that we will keep this information strictly confidential. That means we will not report or present the information you share with us in any way that will identify you. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other mentors. TEA will have no access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Lastly, we would like to establish a few ground rules for this focus group. Our role as facilitators will be to make sure we get through all of the questions, so we will keep track of the time allotted per question, which is approximately 5 minutes per question. In order to make this happen, we ask that each of you contribute but also allow for others to speak. Please be respectful of your fellow peers. Also, if one of us interrupts you, it is so that we can make sure we keep to the allotted time and that we can hear from everyone.

Are there any questions before we begin?

(*) indicates critical probe

Selection, Support, and Training of Mentor Teachers

First, let's talk about your participation in BTIM:

1. How were you selected for participation as mentor teachers in BTIM at your school? (Ia and Ib)
Probe: Were you each involved in the selection process? Did you volunteer?
*Probe: What characteristics do you believe are necessary to be an effective mentor teacher?
2. What type of support, if any, is available for mentor teachers at your school? (Ic and IVd)
*Probe: Have your school administrators been supportive of the program?
Probe: Were any new policies implemented in your school as part of this program?
Probe: Do you believe you have received adequate support? Why or why not?
Probe: Tell me about any type of support you would like to receive that you currently do not.
3. How would each of you describe the kinds of structured, collaborative activities you engage in with the beginning teachers that you are paired with? (Id)
Probe: How often do you meet with your beginning teachers to collaborate on activities?
*Probe: Do you use any of the strategies you learned in the BTIM training when collaborating with your beginning teachers?
*Probe: Would you say that you have a similar or different teaching philosophy as your beginning teachers? How are they similar or different?
4. Were you satisfied with the BTIM training program? Why/why not? (Ie)
Probe: What did you like about the training?
Probe: What did you dislike about the training?
*Probe: Do you believe it was effective in preparing you for the mentor-beginning teacher relationship?

Mentor/Beginning Teacher Relationship

Now, let's talk about the relationships you've developed with your paired beginning teachers:

5. How would you each characterize your relationship with your beginning teachers? (IIb, IIe, IIg)
Probe: Tell me how your relationships have evolved over the past school year.
Probe: What type of support do you provide your beginning teachers?
Probe: What would you say are some facilitators or barriers to developing an effective mentoring relationship with your beginning teachers?
6. Tell me about the strategies your beginning teachers implemented to support student achievement. (IIh, Ili, and IIj)
*Probe: Do you believe that your beginning teachers' BTIM participation has had an influence on student achievement?
*Probe: Do you believe that BTIM participation has had an influence on your beginning teachers' job satisfaction?

Impact on Job Satisfaction

Finally, let's talk about YOUR job satisfaction.

7. How has your participation as a mentor impacted your job satisfaction? (VIa and VIb)
Probe: How has your participation impacted your philosophy of teaching?

Wrap Up

8. And to wrap up, is there anything else you would like to add about your experience with the mentoring program at your school?

2.3.4 BTIM Protégé Focus Group Protocol

NOTE: This protocol was developed for use during protégé focus groups in the schools selected for the case studies. Selection of protégés, or beginning teachers, to participate in the focus groups will be done on a case-by-case basis by the ICF/SPS site visit coordinator in consultation with TEA and the appointed campus or district site visit contact person. Selection will be based largely on the interest/willingness, availability, and consent of the beginning teachers. For the most part, these focus groups will take place after school on one or more days during the site visit.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you for agreeing to participate in today's focus group regarding the mentoring program at your school that is being implemented as part of TEA's Beginning Teacher Induction and Mentoring (BTIM) Program. We greatly appreciate you taking time out of your busy schedules to assist with the statewide objective evaluation that ICF International is conducting (in partnership with SPS) in consultation with TEA. We are very interested in your experiences with the program and your feedback will help inform the overall evaluation.

You were selected to participate in this focus group because your individual perspectives represent important issues relevant to this evaluation, and we are most interested in learning more about your experiences as beginning teachers in the mentoring program at your school. We are conducting case studies with six participating sites throughout Texas to gather information about training and support, program design and implementation, mentor selection, the relationship between mentors and beginning teachers, program sustainability, and perceived impact of the mentoring programs. Data collected from this interview and other interviews/focus groups during this site visit will be analyzed along with other data (including survey data) to report on the BTIM program.

Before we begin, we want to remind you that your participation in this focus group is voluntary and that we will keep this information strictly confidential. That means we will not report or present the information you share with us in any way that will identify you. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other beginning teachers. TEA will have no access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Lastly, we would like to establish a few ground rules for this focus group. Our role as facilitators will be to make sure we get through all of the questions, so we will keep track of the time allotted per question, which is approximately 5 minutes per question. In order to make this happen, we ask that each of you contribute but also to allow for others to speak. Please be respectful of your fellow peers. Also, if one of us interrupts you, it is so that we can make sure we keep to the allotted time and that we can hear from everyone.

Are there any questions before we begin?

(*) indicates critical probe

Mentor/Beginning Teacher Relationship

First, I would like to talk with you about how you interact with your mentors:

1. Let's start by having each of you describe the kinds of structured, collaborative activities you engage in with your mentors. (I_d and I_a)
 - Probe: How often do you meet with your mentors to collaborate on activities?
 - Probe: Do you find that you have a similar teaching philosophy as your mentors? How are they similar or different?
2. How would you each characterize your relationship with your mentor teacher? (I_{lb}, I_{le}, I_{lf}, and I_{lg})
 - Probe: Tell me how your relationships have evolved over the past year.
 - *Probe: What characteristics do you believe are essential for a mentor teacher to be effective?
 - *Probe: Would you say that you are satisfied with the support provided to you by your mentor teachers? Why or why not?
 - Probe: Do you believe that your mentor teachers adequately prepared you for your performance appraisals?
 - *Probe: What would you say are some facilitators or barriers to developing an effective mentor/beginning teacher relationship?

Program Outcomes

We'd also like to gauge your perceptions about the impact of your school's mentoring program:

3. What do YOU EACH hope to gain from participation in the program?
4. To what extent (at this point in time), if any, do you each think the mentoring program will accomplish what you hope to gain? Why or why not?
 - *Probe: Any examples you have of the program showing signs of working toward the outcomes you are hoping for?
 - Probe: Do you each feel like you are a better teacher because of this program? Why or why not?
 - *Probe: Are you satisfied with your job? Why or why not?
 - Probe: Has your philosophy of teaching changed as a result of BTIM? If so, how?
5. What kinds of strategies has each of you implemented from the program to support your students' achievement? (I_{li} and I_{lj})
 - Probe: Do you believe your participation in the BTIM program has influenced your ability to impact students' achievement? Why or why not? (I_{lh}, I_{lj}, and I_{lla})
 - Probe: Did your mentors introduce you to new teaching strategies that you are implementing? If so, can you give examples?

Support

Lastly, let's talk a little bit about any support you might receive through the program:

6. Would you say that your school administrators have been supportive of the program? (I_{vd}) If so, in what ways?
 - *Probe: Do you believe that this support is adequate? Why or why not?
 - Probe: What type of support, if any, would you like to receive that you currently do not?

Wrap Up

7. And to wrap up, is there anything else you would like to add about your experience with the mentoring program at your school?

3.0 Guide for the Report of Findings

In the final case study report, ICF evaluators will describe the real-life context in which the BTIM program has occurred in six schools.

3.1 Data Analysis Procedures

In general, the analysis of case study data will be guided by the theoretical propositions listed in Section 1.3 of this protocol.

First, a descriptive framework will be developed by ICF to code the qualitative data from each of the qualitative data sources (interviews and focus groups). Figure 2 includes a sample descriptive framework for how the data may be coded for analysis.

Figure 2: Sample Descriptive Framework

Mentor Selection and Support: Sub-codes, for example, may include: processes used to select mentor teachers for BTIM participation; supports provided for mentor teachers; concerns mentors had prior to serving in that role; administrator support; exemplary program elements; suggestions for program improvement; mentor training; satisfaction with participation in BTIM.

Mentor-Protégé Match: Sub-codes, for example, may include: mentor-protégé activities; type of relationship; mentor characteristics that seem effective; mentor support for protégés; facilitators to effective relationships; barriers to effective relationships; influence on student achievement.

Second, pattern-matching will be used to compare patterns found in the qualitative data with those found through the analysis of the quantitative data. The two datasets will be merged during the interpretation by describing survey findings, then providing additional descriptive details gleaned from case studies in the summative report. This is called a triangulation mixed methods research design (Creswell and Plano Clark, 2007) when quantitative and qualitative data are collected concurrently, weighted equally, and merged (rather than embedded or connected).

3.2 Interpretation of Findings

We will conduct thematic/descriptive analyses to summarize stakeholder perceptions of the BTIM program impacts pertaining to each research question. Standard checks to promote qualitative data credibility will be used; these entail triangulation of findings across participants and methods, member checks/peer debriefings with randomly sampled participants to ensure themes seem to reflect their perceptions, and negative case analyses (i.e., search for disconfirming evidence to explain information that does not correspond with identified themes).

Appendix C: Survey Validation

ICF created three surveys using newly developed items and items from existing surveys. The validation of the survey subsections for the Mentor Survey and Beginning Teacher Survey is discussed in this section.

Mentor Survey

ICF created an 83-item *Mentor Survey* consisting of dichotomous, multiple-choice, rating scale, filter/contingency, and open-ended items. The survey included skip logic patterns to ensure that the survey respondents were mentoring a beginning teacher in the first two years of teaching. The mentor survey collected descriptive demographic information about mentor teachers, perceptions of mentor training, perceptions of campus support for mentors and beginning teachers, and information pertaining to the mentor-beginning teacher relationship. In addition, three scales were used to measure mentoring self-efficacy (beliefs in their ability to be a mentor), beliefs about teaching and learning, and perceptions of characteristics related to mentoring effectiveness. The survey subsections, the number of items, and type of items is listed in Table C1.

Part	Survey Subsection Title	Number of Items	Types of Items
Part I	Demographic Information	5	dichotomous; filter/contingency; open-ended; multiple-choice
Part II	Beliefs about Mentor Impact	10	rating scale
Part III	Beliefs about Teaching and Learning	12	rating scale
Part IV	Perceptions of Characteristics Related to Mentoring Effectiveness	20	rating scale
Part V	Perceptions of Mentor Training	5	dichotomous; filter/contingency; open-ended; multiple-choice
Part VI	Perceptions of Campus Support for Mentors and Beginning Teachers	2	multiple-choice
Part VII	Mentor-Beginning Teacher Relationship	29	dichotomous; multiple-choice; filter/contingency; open-ended

Beliefs about Mentor Impact

Ten items assessed mentoring self-efficacy using a five-point scale ranging from *nothing* to a *great deal*. Items relate to impact on a beginning teacher’s instructional and classroom management practices and influence on professional growth. Exploratory factor analysis (EFA) was used to determine the link between observed and latent constructs. A common factor analysis was conducted and Cronbach’s alpha reliability was calculated. The scale is unidimensional and possesses a reliability of .90. Table C2 presents the items and respective factor loading of the subsection.

Table C2: Factor Loadings – Mentoring Self-Efficacy Scale		
Item Number	Item	Loading
4	How much can you do to impact beginning teachers' instructional effectiveness?	.77
3	How much can you do to improve any inadequacy of a beginning teacher's instructional techniques?	.76
1	How much can you do to help a beginning teacher who is struggling?	.75
9	How much can you do to help a beginning teacher use a variety of assessment strategies?	.75
2	How much can you do to help a beginning teacher motivate students who show low interest in school work?	.74
8	How much can you do to improve any inadequacy of a beginning teacher's classroom management system?	.70
5	To what extent are you effective in monitoring your beginning teacher's professional growth?	.65
7	To what extent can you help a beginning teacher match classroom activities to state content standards?	.64
10	To what extent do you have the necessary skills to be an effective mentor?	.64
6	How much can you do to be sure a beginning teacher is well-acquainted with campus policies and procedures?	.50

(n=1,684)

Source: BTIM Mentor Survey

Beliefs about Teaching and Learning

Items measure teacher beliefs related to constructivist and traditional approaches to teaching and learning. These items are adapted from Woolley, Benjamin, and Woolley's *Teacher Beliefs Survey (TBS)*. The *TBS* contains 21 items and uses a five-point Likert scale ranging from "strongly disagree" to "strongly agree." It possesses construct validity according to cross-validation. The cross-validation study indicated a three-factor structure (Traditional Management, Traditional Teaching, and Constructivist Teaching) and alpha reliabilities above .70 for each factor.

For purposes of the evaluation, ICF reduced the *TBS* to 12 items, and only included items representing traditional and constructivist teaching. The two-factor structure using confirmatory factor analysis (CFA) was tested. The Chi Square statistic is influenced by sample size, and is sensitive to non-normality. Due to problems associated with the Chi Square statistic, it was not used to assess model fit. Instead, a variety of indices were used to assess model fit: the Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), and the Root Mean Square Residual (RMR).

The CFA supported the two-factor solution. The model possessed an RMR of less than .05, and GFI, CFI, and IFI ranging from .87 to .94. The reliability coefficient for the *Constructivist Teaching* factor was .69 and .61 for the *Traditional Teaching* factor. Despite the low reliability scores, it was decided to keep all items in the measure since deleting an item did not improve the overall reliability and the model fit was adequate. The factor loadings are presented in Table C3.

Table C3: Standardized Factor Loadings – Mentor Beliefs Scale			
Factor	Item Number	Item	Loading
Constructivist Teaching	7	I make it a priority in my classroom to give students time to work together when I am not directing them.	.60
	2	I prefer to cluster students' desks or use tables so they can work together.	.55
	6	I involve students in evaluating their own work and setting their own goals.	.53
	12	I often create thematic units based on the students' interests and ideas.	.49
	11	I prefer to assess students informally through observations and conferences.	.45
	1	I believe that expanding on students' ideas is an effective way to build my curriculum.	.44
	8	I make it easy for parents to contact me.	.42
Traditional Teaching	4	To be sure that I teach students all necessary content and skills, I follow a textbook or workbook.	.62
	5	I teach subjects separately, although I am aware of the overlap of content and skills.	.52
	9	My students spend the majority of their seatwork time working individually.	.50
	3	I base student grades primarily on homework, quizzes, and tests.	.49
	10	For assessment purposes, I am interested in what students can do independently.	.27

(n=1,674)

Source: BTIM Mentor Survey

Perceptions of Characteristics Related to Mentoring Effectiveness

Based on the National Education Association Institute's evaluation of national mentor programs description of effective mentor qualities, ICF developed a 20-item subsection to the mentor survey. The subsection used a five-point Likert scale to assess mentor perceptions of characteristics related to mentoring effectiveness. The mentors were asked to rate their level of agreement with each statement, using responses ranging from "strongly disagree" to "strongly agree." Five items assessed perceptions of attitude and character; seven items assessed perceptions of professional competence and experience; and eight items measured perceptions about communication skills (four items) and interpersonal skills (four items).

Since the subscale was based on the four categories of the National Education Association Institute's description of effective mentor qualities, ICF tested the factor structure using CFA. The CFA supported the four-factor structure. The fit indices indicate acceptable model fit. The model possesses a low RMR (.014), with a GFI, CFI, and IFI ranging from .91 to .98. The factor loadings, as listed in Table C4, also illustrate adequate model fit.

Table C4: Standardized Factor Loadings – Perceptions of Mentor Characteristics Scale			
Factor	Item Number	Item	Loading
Attitude and Character	3	I believe that mentoring improves instructional practice.	.76
	4	I am able to learn from my mistakes.	.76
	1	I am willing to be a role model for other teachers.	.73
	5	I am willing to advocate on behalf of colleagues.	.72
	2	I am committed to the teaching profession.	.70
Professional Competence and Experience	9	I am knowledgeable of pedagogy and subject matter.	.75
	10	I understand the policies and procedures at my school.	.73
	12	I collaborate well with other teachers.	.73
	11	I have effective classroom management skills.	.68
	7	My colleagues perceive me as an excellent teacher.	.66
	8	I feel comfortable when observed by other teachers.	.65
	6	I am willing to receive training to improve my mentoring skills.	.57
Communication Skills	13	I offer critiques in positive and productive ways.	.76
	15	I practice attentive listening.	.76
	14	I am able to maintain confidentiality.	.71
	16	I often ask questions that prompt reflection and understanding.	.68
Interpersonal Skills	19	I know how to express care for a beginning teacher's professional needs.	.86
	18	I am able to maintain trusting professional relationships with my colleagues.	.82
	17	I know how to express care for a beginning teacher's emotional needs.	.78
	20	I easily establish rapport with others.	.74

(n=1,664)

Source: BTIM Mentor Survey

The items were consistent across the four factors. The reliability coefficient for the *Attitude and Character* and *Professional Competence and Experience* factors was .85. The *Communication Skills* factor possessed a reliability of .81, and the *Interpersonal Skills* factor had a reliability of .87.

Beginning Teacher Survey

ICF created a 60-item *Beginning Teacher Survey* consisting of dichotomous, multiple-choice, rating scale, filter/contingency, and open-ended items. The survey included skip logic patterns to ensure that the survey respondents were beginning teachers in their first or second year of

teaching. The beginning teacher survey collected descriptive demographic information about beginning teachers, information pertaining to the mentor-beginning teacher relationship, and perceptions of beginning teacher induction at their campus. In addition, three scales were used to measure teaching satisfaction, beliefs about their impact as a teacher (self-efficacy), and beliefs about teaching and learning. The survey subsections, the number of items, and type of items is listed in Table C5.

Table C5: Beginning Teacher Survey Characteristics			
		Number of Items	Types of Items
Part I	Demographic Information	3	multiple-choice
Part II	Teaching Satisfaction	7	rating scale; dichotomous filter/contingency; open-ended
Part III	Beliefs about Impact as a Teacher	12	rating scale
Part IV	Beliefs about Teaching and Learning	12	rating scale
Part V	Mentor-Beginning Teacher Relationship	23	dichotomous; rating scale; filter/contingency; open-ended
Part VI	Beginning Teacher Induction	3	multiple-choice; open-ended

Teaching Satisfaction

The five teacher satisfaction items are adapted from Ho and Au's *Teacher Satisfaction Survey*.⁵⁵ The original scale is unidimensional and has a Cronbach's alpha of .77. The wording of two items was changed. Item 2, "My conditions of being a teacher are excellent" was changed to "My job surroundings (e.g., campus, classroom) are excellent." Item 4 was changed from "So far I have gotten the important things I want to be a teacher" was changed to "So far, my career as a teacher has been rewarding." A five point Likert scale (ranging from "strongly disagree" to "strongly agree") was used.

Since two of the items were changed, an EFA was conducted. Like the original scale, the subsection is unidimensional. It also possesses a higher reliability coefficient than the original ($\alpha = .86$). Table C6 presents the items and factor loadings.

Table C6: Factor Loadings – Teaching Satisfaction Scale		
Item Number	Item	Loading
3	I am satisfied with being a teacher.	.90
4	So far, my career as a teacher has been rewarding.	.83
1	In most ways, being a teacher is close to my ideal.	.78
5	If I could choose my career over, I would change almost nothing.	.76
2	My job surroundings (e.g., campus, classroom) are excellent.	.53

(n=1,584)

Source: BTIM Beginning Teacher Survey

⁵⁵ Ho, C., & Au, W. (2006). Teaching satisfaction scale: Measuring job satisfaction of teachers. *Educational and Psychological Measurement*, 66, 172-185.

Beliefs about Impact as a Teacher

The items are adapted from Tschannen-Moran and Hoy's *Teacher's Sense of Efficacy Scale (TSES) – Short Form* by reducing response categories from a ten-point to a five-point Likert scale.⁵⁶ Items measure efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management. The TSES has established construct validity and contains a three-factor structure (Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management). Alpha reliabilities for the three factors are above .81.

ICF tested the three-factor structure using CFA. The CFA supported the three-factor structure. The fit indices indicate acceptable model fit. The model possesses a low RMR (.026), with a GFI, CFI, and IFI ranging from .96 to .98. The factor loadings, as listed in Table C7, also illustrate adequate model fit.

Table C7: Standardized Factor Loadings – Beginning Teacher Self-Efficacy Scale			
Factor	Item Number	Item	Loading
Efficacy in Student Engagement	3	How much can you do to get students to believe they can do well in school work?	.84
	2	How much can you do to motivate students who show low interest in school work?	.81
	4	How much can you do to help students value learning?	.81
	11	How much can you assist families in helping their children do well in school?	.57
Efficacy in Instructional Strategies	12	How well can you implement alternative strategies in your classroom?	.79
	9	How much can you use a variety of assessment strategies?	.77
	10	To what extent can you provide an alternative explanation or example when students are confused?	.67
Efficacy in Classroom Management	5	To what extent can you craft good questions for your students?	.64
	6	How much can you do to get students to follow classroom rules?	.83
	8	How well can you establish a classroom management system with each group of students?	.83
	7	How much can you do to calm a student who is disruptive or noisy?	.79
	1	How much can you do to control disruptive behavior in the classroom?	.74

(n=1,573)

Source: BTIM Beginning Teacher Survey

In addition to fitting the three-factor structure of the original TSES – Short Form, the reliability coefficients were similar to the original scale across the three factors. The reliability coefficient

⁵⁶ Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

was .86 for the *Efficacy in Student Engagement* factor, .81 for the *Efficacy in Instructional Strategies* factor, and .88 for the *Efficacy in Classroom Management* factor.

Beliefs about Teaching and Learning

As in the mentor survey, the items in this subsection measure teacher beliefs related to constructivist and traditional approaches to teaching and learning. The items are adapted from Woolley, Benjamin, & Woolley's *Teacher Beliefs Survey*. The original 21-item survey was reduced to 12 items, and only included items representing traditional and constructivist teaching. The two-factor structure was tested using CFA.

The CFA supported the two-factor solution. The model possessed an RMR of .048, and GFI, CFI, and IFI ranging from .83 to .95. The reliability coefficient for the *Constructivist Teaching* factor was .68 and .63 for the *Traditional Teaching* factor. Despite the low reliability scores, all items in the measure were kept since deleting an item did not improve the overall reliability and the model fit was acceptable. The factor loadings are presented in Table C8.

Table C8: Standardized Factor Loadings: Beginning Teacher Beliefs Scale			
Factor	Item Number	Item	Loading
Constructivist Teaching	6	I involve students in evaluating their own work and setting their own goals.	.59
	7	I make it a priority in my classroom to give students time to work together when I am not directing them.	.56
	12	I often create thematic units based on the students' interests and ideas.	.54
	1	I believe that expanding on students' ideas is an effective way to build my curriculum.	.50
	2	I prefer to cluster students' desks or use tables so they can work together.	.45
	11	I prefer to assess students informally through observations and conferences.	.43
	8	I make it easy for parents to contact me.	.39
	Traditional Teaching	4	To be sure that I teach students all necessary content and skills, I follow a textbook or workbook.
3		I base student grades primarily on homework, quizzes, and tests.	.60
5		I teach subjects separately, although I am aware of the overlap of content and skills.	.50
9		My students spend the majority of their seatwork time working individually.	.46
10		For assessment purposes, I am interested in what students can do independently.	.31

(n=1,559)

Source: BTIM Beginning Teacher Survey

Appendix D: Descriptive Information about the Evaluation Participants

Appendix D includes background descriptive information on beginning teachers, mentor teachers, and administrators participating in the BTIM program during the 2007-08 school year. The data was collected from the Texas Public Education Information Management System (PEIMS). PEIMS contains information on public education collected by the Texas Education Agency (TEA). It provides longitudinal data on student demographics, academic performance, campus personnel, campus financial information, and district organizational information.

Beginning Teacher Demographic Data

The following data about beginning teachers was drawn from PEIMS for the 2007-2008 school year.

Table D1: Gender (n=1,477)		
Gender	Frequency	Percentage
Female	1,109	75.1%
Male	368	24.9%

Table D2: Race/Ethnicity (n=1,477)		
Race/Ethnicity	Frequency	Percentage
Asian/Pacific Islander	31	2.1%
African-American	207	14.0%
Hispanic	428	29.0%
White	811	54.9%

Table D3: Degree Type (n=1,477)		
Degree Held	Frequency	Percentage
No Bachelor's or Higher	24	1.6%
Bachelor's	1,284	86.9%
Master's	160	10.8%
Doctoral	9	0.6%

Table D4: Current Teaching Certification (n=1,602)⁵⁷		
Certification	Frequency	Percentage
Certified to teach in Texas	1,075	67.1%
Certified in state other than Texas	55	3.4%
Working to obtain Texas certification	533	33.3%
Not certified, not working to obtain certification	12	0.8%

Table D5: Certification Route (n=1,602)⁵⁸		
Certification	Frequency	Percentage
College/university undergraduate certification program	479	29.9%
Alternative certification program (ACP)	948	59.2%
College/university post-bachelor certification program	166	10.4%

Table D6: Instructional Levels Taught (n=1,602)		
Level	Frequency	Percentage
Primary (PK-2)	390	24.3%
Elementary (3-5)	325	20.3%
Middle (6-8)	581	36.3%
High School (9-12)	577	36.0%

⁵⁷ Where survey respondents were asked to “check all that apply,” percentages add to more than 100%.

⁵⁸ In some cases, missing data cause percentages to add to less than 100%.

Mentor Demographic Data

The following data about mentor teachers was drawn from PEIMS for the 2007-2008 school year.

Table D7: Gender (n=1,587)		
Gender	Frequency	Percentage
Female	1,342	84.6%
Male	245	15.4%

Table D8: Race/Ethnicity (n=1,587)		
Race/Ethnicity	Frequency	Percentage
Native American	4	0.25%
Asian/Pacific Islander	19	1.2%
African-American	182	11.5%
Hispanic	429	27.0%
White	953	60.1%

Table D9: Degree Type (n=1,587)		
Degree Held	Frequency	Percentage
None	4	0.2%
Bachelor's	1,147	72.3%
Master's	422	26.6%
Doctoral	14	0.9%

Table D10: Years of Teaching Experience (n=1,587)		
Experience Range	Frequency	Percentage
< 2 years	29	1.8%
2-5 years	442	27.9%
6-10 years	396	25.0%
11-20 years	416	26.2%
21+ years	304	19.1%

Table D11: Retirement Status (n=1,695)⁵⁹		
Status	Yes	No
Currently retired from teaching	21 (1.2%)	1,673 (98.7%)
Has ever been retired from teaching	50 (3.0%)	1,643 (96.9%)

Table D12: Current Teaching Certification (n=1,695)⁶⁰		
Certification	Frequency	Percentage
Certified to teach in Texas	1,680	99.1%
Certified in state other than Texas	101	6.0%
Working to obtain Texas certification	7	0.4%
Not certified, not working to obtain certification	6	0.4%

Table D13: Instructional Levels Taught (n=1,695)		
Level	Frequency	Percentage
Primary (PK-2)	509	30.0%
Elementary (3-5)	529	31.2%
Middle (6-8)	709	41.8%
High School (9-12)	647	38.2%

Table D14: Subject Areas Taught (n=1,695)		
Subject	Frequency	Percentage
Language Arts	871	51.4%
Mathematics	821	48.4%
Reading	712	42.0%
Social Studies	705	41.6%
Science	757	44.7%
Other	456	26.9%

⁵⁹ In some cases, missing data cause percentages to add to less than 100%.

⁶⁰ Where survey respondents were asked to “check all that apply,” percentages add to more than 100%.

Administrator Demographic Data

The following data about administrators was drawn from PEIMS for the 2007-2008 school year.

Table D15: Gender (n=299)		
Gender	Frequency	Percentage
Female	222	74.2%
Male	77	25.8%

Table D16: Race/Ethnicity (n=299)		
Race/Ethnicity	Frequency	Percentage
Native American	1	0.3%
African-American	59	19.7%
Hispanic	68	22.7%
White	171	57.3%

Table D17: Degree Type (n=299)		
Degree Held	Frequency	Percentage
Bachelor's	28	9.4%
Master's	262	87.6%
Doctoral	9	3.0%

Table D18: Years of Professional Experience (n=299)		
Experience Range	Frequency	Percentage
< 6 years	13	4.3%
6-15 years	94	31.4%
16-25 years	99	33.1%
26-35 years	77	25.8%
36+ years	16	5.4%

Table D19: Job Title (n=406)		
Title	Frequency	Percentage
Principal	220	54.2%
Assistant Principal	59	14.5%
Grant Coordinator	6	1.5%
BTIM Grant Coordinator	31	7.6%
Other	86	21.2%

Appendix E: Propensity Score Matching

To measure the effects of the BTIM program implementation on beginning teacher retention and student achievement across public elementary, middle, and high school campuses, the evaluation employed propensity score matching (PSM) techniques and hierarchical linear modeling (HLM). PSM was used to match campuses participating in BTIM to campuses not participating in BTIM along nine dimensions.⁶¹ The matching process used aggregate campus-wide characteristics and a precise computerized algorithm, “greedy match,” which draws on the work of Rosenbaum and Rubin (1983). Appendix E presents an overview of the method used to match these campuses. The resulting database of nested data (i.e. teacher, campus and district characteristics) permitted the comparison of outcomes (i.e. beginning teacher retention and student achievement) between campuses with similar characteristics using HLM. Appendix H presents the results of the HLM analyses comparing outcomes between BTIM and non-BTIM campuses.

Obtaining the Sample

From the 466 campuses participating in the BTIM program in 2007-08, 435 were identified as regular campuses, 15 as charter schools, 7 as alternative schools, and 8 as campuses offering Disciplinary Alternative Education Program (DAEP) instruction. One campus did not have information on grade levels and thus was excluded from this analysis. For each of the categories, Table E1 presents the number of campuses both statewide and participating in the BTIM program.

	Number of Campuses - Statewide	Number of BTIM Campuses
Campuses with No Reported Grade Levels	1,149	1
Campuses with Reported Low-High Grade Levels	8,161	465
Campuses Offering DAEP Instruction	181	8
Campuses Offering JJAEP Instruction ⁶²	174	0
Campuses Offering Alternative Education	588	7
Campuses Offering Regular Instruction	7,218	450
Non-Charter Campuses Offering Regular Instruction	7,061	435
Charter Schools	157	15

The analysis sample consisted of 434 campuses that are public campuses offering a regular program of instruction and had associated data related to grade level. These campuses were classified into the following three campus types: elementary, middle, and high school. The non-

⁶¹ The dimensions used to match BTIM campuses to non-BTIM campuses were (a) economic disadvantage (i.e., free/reduced lunch status), (b) at risk status, (c) racial and ethnic composition of the school body, (d) school attendance rate, (e) special education, (f) limited English proficiency (LEP), (g) total enrollment at the school, (h) TAKS reading and math achievement scores in 2006-2007, and (i) graduation rates (high school only).

⁶² JJAEP = Juvenile Justice Alternative Education Program

BTIM campuses were excluded from study. Table E2 summarizes the total number of BTIM campuses for each type after several selection criteria were put in place. First, sites were limited to those with available pre-intervention data on which to match them with comparison campuses. Then, sites were considered according to a specific range of grade levels offered.

Table E2: Overall BTIM Campus Sample				
	Elementary	Middle	High	Total
Original sample of BTIM campuses	225	124	85	434
Number of BTIM campuses with grade level restrictions and complete data	209	112	76	397

The original sample of elementary, middle, and high school campuses were divided based on their community type information. The community type variable was used to form the following three categories: urban, suburban, and town/rural campuses. Campuses in major urban areas were classified as “Urban” campuses; campuses located in major metropolitan suburban and other central city suburban areas were defined as “Suburban” campuses; and campuses in independent towns, other cities, non-metropolitan, and rural areas were categorized as “Town/Rural” campuses.

Table E3 presents a summary of the total number of elementary campuses in the original sample by community type.

Table E3: Total Elementary Campuses				
	Urban	Suburban	Town/Rural	Total
BTIM	83	104	38	225
NON-BTIM	730	1,568	1,674	3,972
Total	813	1,672	1,712	4,197

Table E4 presents a summary of the total number of middle school campuses in the original sample by community type.

Table E4: Total Middle School Campuses				
	Urban	Suburban	Town/Rural	Total
BTIM	37	69	18	124
NON-BTIM	163	554	667	1,384
Total	200	623	685	1,508

Table E5 presents a summary of the total number of high school campuses in the original sample by community type.

Table E5: Total High School Campuses				
	Urban	Suburban	Town/Rural	Total
BTIM	27	42	16	85
NON-BTIM	111	339	430	1,080
Total	138	381	646	1,165

Table E6 presents a summary of the total number of campuses with multi-grade levels in the original sample by community type.

Table E6: Multi-Grade Level Campuses				
	Urban	Suburban	Town/Rural	Total
BTIM	0	1	0	1
NON-BTIM	6	9	175	190
Total	6	10	175	191

The campuses participating in the BTIM program were then divided into subsets according to the range of grade levels offered. A few BTIM elementary schools (n=10) serving students in grade levels Pre-K through 2 or 3 were excluded from study, leaving 215 elementary schools that were able to be matched. From these 215 campuses, three subsets of elementary school campuses were derived based on their aggregate Texas Assessment of Knowledge and Skills (TAKS) score in math and reading:

- Campuses with an aggregate TAKS score for grade levels 3-5,
- Campuses with an aggregate TAKS score for grade levels 3-6,
- Three campuses with an aggregate TAKS score for grade levels 3-4, and
- One campuses with an aggregate TAKS score for grade levels 4-5.

There also was a subset of five elementary school campuses with an aggregate TAKS score for grade levels 3-8 (serving both elementary and middle students). This subset of campuses was not examined since the sample did not possess a sufficient number of comparison campuses (e.g., three times the number or higher). From the 215 elementary school campuses, 209 of them satisfied the selection criterion of complete baseline data.

Similarly, two subsets of middle school campuses were formed according to their aggregate TAKS score in math and reading. After excluding campuses offering one grade level, middle school campuses were divided into a) those serving grade levels 6-8, and b) middle school campuses serving grade levels 7-8. Finally, high school campuses serving students at 12th grade level were studied here. Nine BTIM high school campuses were excluded from matching because they did not serve 12th graders and, consequently, did not have graduation data.

Table E7 shows the total number of BTIM campuses by community and campus type.

Table E7: BTIM Campuses by Community and Campus Type					
		Urban	Suburban	Town/Rural	Total BTIM Campuses
Elementary School Campuses	TAKS Grade Levels 3-5	74	87	30	191
	TAKS Grade Levels 3-6	4	9	1	14
	TAKS Grade Levels 3-4	0	2	1	3
	TAKS Grade Levels 4-5	0	0	1	1
					209
Middle School Campuses	TAKS Grade Levels 6-8	35	54	13	102
	TAKS Grade Levels 7-8	0	10	0	10

Table E7: BTIM Campuses by Community and Campus Type					
		Urban	Suburban	Town/Rural	Total BTIM Campuses
High School Campuses	TAKS Grade Levels 9-12	15	34	27	76

Matching the Campuses

To identify similar non-participating comparison campuses to the BTIM campuses, criteria for matching included theoretically relevant information on campus background characteristics. The criteria used to match comparison campuses to the BTIM campuses were based on the following campus data from the school year prior to implementation of the BTIM program:

- Aggregated TAKS campus-wide reading and math achievement scores;
- Percentage of students at the campus eligible for the free or reduced-price lunch program;
- Percentage of at-risk students;
- Racial/ethnic composition of student body;
- Campus attendance rate;
- Percentage of special education students at the campus;
- Percentage of Limited English Proficient (LEP) students at the campus;
- Total enrollment at the campus ; and
- Graduation rate (for high school campus matches only).

The matching of BTIM and comparison campuses was completed through a precise algorithm applied through a computer-based macro, called “MatchIt,” written by Ho, Imai, King, and Stuart (2007), following the work of Rosenbaum and Rubin (1983). The default nearest neighbor matching method in MatchIt is “greedy” matching, where the closest control match for each treated unit is chosen one at a time. Specifically, a 1-to-1 nearest neighbor match on a logistic-regression based propensity score within caliper restrictions was followed. The procedure chooses one control case (in this situation, a non-participating BTIM campus) that is closest to the treated case on a “distance” measure (by default it is the logit) without replacement. The number of standard deviations of the distance measure within which to draw control cases was set to 0.25.

The matching process resulted in matches between 301 BTIM campuses and other schools. Specifically, 84.2% of the 209 BTIM elementary schools that met the grade restrictions, and had complete baseline data, were matched to non-participating elementary schools. Similarly, 69.6% of the middle and 61.8% of the high schools that participated in the BTIM program were matched to non-participating schools. Please refer to Table E2 for a summary of the BTIM campuses for each school type. This sample of matched schools also was used in the between-schools HLM analyses.

Table E8 lists all matched groups of campuses when campus size (total enrollment of students) is included into the matching process. Total campus enrollment was transformed to z-scores that is the number of standard deviation units a campus’ score (i.e., urban elementary) is from

the overall mean (i.e., of all urban elementary school campuses). Without doing this, imprecise matches on variables with enrollment larger values would produce much larger distance scores than would imprecise matches on variables with smaller values.

Table E8: All Achieved Matched Groups of Campuses					
Type	Number of Cases	Urban	Suburban	Town/Rural	Total
Elementary School Campuses Grade Levels 3-5	Non-BTIM	538	906	794	
	BTIM	74	87	30	191
	Matched cases	67	77	26	170
Elementary School Campuses Grade Levels 3-6	Non-BTIM	111	169		
	BTIM	4	9	1	14
	Matched cases	0	6	0	6
Middle School Campuses Grade Levels 6-8	Non-BTIM	122	305	403	
	BTIM	35	54	13	102
	Matched cases	27	39	6	72
Middle School Campuses Grade Levels 7-8	Non-BTIM	-	117	-	
	BTIM	-	10	-	10
	Matched cases	-	6	-	6
High School Campuses Grade Levels 9-12	Non-BTIM 489		269	103	
	BTIM	27	34	15	76
	Matched cases	17	23	7	47

After matching with total campus enrollment included, the derived matched pairs for all matching variables of all elementary school campuses serving grade levels 3-5 did not have a standardized mean difference of greater than 0.25. The matched pairs of elementary school campuses serving grade levels 3-6 had small differences (d less than .40) in most of the matching variables but were very different in their reported total campus enrollment ($d=1.8$).

Table E9 presents a summary of the balance of matched suburban elementary school campuses offering grade levels 3-5.

Table E9: Summary of the Balance for Matched Data Suburban Elementary School Campuses Offering Grade Levels 3-5			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	17.132	16.031	0.063
Hispanic	54.784	53.742	0.039
White	24.222	26.310	-0.092
Special Education	8.829	9.070	-0.082
Students Eligible for Free or Reduced Lunch	60.543	56.941	0.144
Limited English Proficiency	29.889	27.215	0.129
Students Meeting Reading Level Standards	88.857	89.442	-0.095
Students Meeting Math Level Standards	85.870	86.208	-0.040

Table E9: Summary of the Balance for Matched Data Suburban Elementary School Campuses Offering Grade Levels 3-5			
Variable	Means Treated	Means Control	Standardized Mean Difference
Attendance Rate	0.962	0.962	-0.075
Mean Experience	8.908	8.793	0.049
New Teacher Ratio	0.184	0.178	0.070
Percentage of Students At-Risk	0.507	0.469	0.193
Total Campus Enrollment (standardized)	0.745	0.601	0.175

Table E10 presents a summary of the balance of matched urban elementary school campuses offering grade levels 3-5.

Table E10: Summary of the Balance for Matched Data Urban Elementary School Campuses Offering Grade Levels 3-5			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	16.112	14.798	0.058
Hispanic	69.084	71.096	-0.074
White	12.867	12.368	0.029
Special Education	7.593	7.658	-0.021
Students Eligible for Free or Reduced Lunch	74.749	75.174	-0.019
Limited English Proficiency	39.094	40.551	-0.059
Students Meeting Reading Level Standards	83.851	84.060	-0.026
Students Meeting Math Level Standards	78.463	78.940	-0.046
Attendance Rate	0.960	0.960	0.046
Mean Experience	9.573	9.788	-0.095
New Teacher Ratio	0.164	0.163	0.018
Percentage of Students At-Risk	0.561	0.575	-0.062
Total Campus Enrollment (standardized)	0.403	0.499	-0.106

Table E11 presents a summary of the balance of matched town/rural elementary school campuses offering grade levels 3-5.

Table E11: Summary of the Balance for Matched Data Town/Rural Elementary School Campuses Offering Grade Levels 3-5			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	21.256	24.309	-0.099
Hispanic	67.009	63.322	0.110
White	10.716	11.094	-0.031
Special Education	9.018	9.417	-0.134
Students Eligible for Free or Reduced Lunch	55.524	62.805	-0.192
Limited English Proficiency	26.207	24.472	0.078

Table E11: Summary of the Balance for Matched Data Town/Rural Elementary School Campuses Offering Grade Levels 3-5			
Variable	Means Treated	Means Control	Standardized Mean Difference
Students Meeting Reading Level Standards	85.385	85.269	0.015
Students Meeting Math Level Standards	83.538	83.577	-0.004
Attendance Rate	0.963	0.962	0.173
Mean Experience	10.907	10.950	-0.014
New Teacher Ratio	0.134	0.142	-0.081
Percentage of Students At-Risk	0.484	0.489	-0.018
Total Campus Enrollment (standardized)	-0.157	-0.158	0.001

Table E12 presents a summary of the balance of matched suburban elementary school campuses offering grade levels 3-6.

Table E12: Summary of the Balance for Matched Data Suburban Elementary School Campuses Offering Grade Levels 3-6			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	21.628	25.867	-0.214
Hispanic	66.237	58.683	0.336
White	9.991	13.226	-0.302
Special Education	9.847	9.845	0.002
Students Eligible for Free or Reduced Lunch	79.764	76.394	0.293
Limited English Proficiency	37.954	35.735	0.374
Students Meeting Reading Level Standards	89.833	88.500	0.250
Students Meeting Math Level Standards	87.000	84.333	0.331
Attendance Rate	0.965	0.965	0.044
Mean Experience	8.721	8.221	0.195
New Teacher Ratio	0.237	0.203	0.393
Percentage of Students At-Risk	0.586	0.567	0.278
Total Campus Enrollment (standardized)	0.207	0.831	-1.859

For all matching variables but one (campus attendance), the derived matched pairs of middle suburban campuses serving grade levels 6-8 did not have standardized mean differences greater than 0.25. The resulted matched pairs of suburban middle school campuses serving grade levels 7-8 showed small differences in three matching variables (with d less than 0.30) and had a moderate standardized mean difference of 0.6 in one variable.

Additionally, the resulted matched pairs of town/rural middle school campuses serving grade levels 6-8 showed small differences in three matching variables (with d less than 0.40) and their standardized mean differences on the two teacher-related variables (ratio of new/old teachers, average teacher experience) were moderate to large. The resulted matched pairs of urban

middle school campuses serving grade levels 6-8 showed small differences in two matching variables (d less than .40) and had standardized mean differences of less than 0.25 across all other variables.

Table E13 presents a summary of the balance of matched suburban middle school campuses offering grade levels 6-8.

Table E13: Summary of the Balance for Matched Data Suburban Middle School Campuses Offering Grade Levels 6-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	13.896	15.611	-0.093
Hispanic	52.045	52.132	-0.003
White	29.562	27.487	0.093
Special Education	11.797	11.887	-0.030
Students Eligible for Free or Reduced Lunch	48.450	49.137	-0.028
Limited English Proficiency	11.483	12.104	-0.061
Students Meeting Reading Level Standards	88.744	88.692	0.010
Students Meeting Math Level Standards	77.462	76.103	0.147
Attendance Rate	0.959	0.962	-0.420
Mean Experience	9.726	9.416	0.156
New Teacher Ratio	0.211	0.224	-0.126
Percentage of Students At-Risk	0.438	0.446	-0.060
Total School Enrollment (standardized)	0.688	0.621	0.084

Table E14 presents a summary of the balance of matched suburban middle school campuses offering grade levels 7-8.

Table E14: Summary of the Balance for Matched Data Suburban Middle School Campuses Offering Grade Levels 7-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	26.578	28.620	-0.093
Hispanic	47.769	49.610	-0.070
White	19.363	16.773	0.207
Special Education	11.179	13.248	-0.614
Students Eligible for Free or Reduced Lunch	59.859	64.401	-0.252
Limited English Proficiency	10.181	11.154	-0.189
Students Meeting Reading Level Standards	86.000	85.500	0.131
Students Meeting Math Level Standards	76.333	73.667	0.282
Attendance Rate	0.955	0.955	0.031
Mean Experience	0.562	0.518	0.067
New Teacher Ratio	8.525	8.002	0.236

Table E14: Summary of the Balance for Matched Data Suburban Middle School Campuses Offering Grade Levels 7-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Percentage of Students At-Risk	0.255	0.240	0.209
Total Campus Enrollment (standardized)	0.493	0.502	-0.058

Table E15 presents a summary of the balance of matched town/rural middle school campuses offering grade levels 6-8.

Table E15: Summary of the Balance for Matched Data Town/Rural Middle School Campuses Offering Grade Levels 6-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	13.834	8.532	0.167
Hispanic	52.273	57.631	-0.188
White	32.485	33.078	-0.030
Special Education	13.842	13.071	0.160
Students Eligible for Free or Reduced Lunch	49.429	50.172	-0.030
Limited English Proficiency	8.917	5.643	0.358
Students Meeting Reading Level Standards	83.833	86.833	-0.353
Students Meeting Math Level Standards	68.833	71.667	-0.249
Attendance Rate	0.952	0.954	-0.171
Mean Experience	-0.041	0.039	-0.091
New Teacher Ratio	10.183	12.484	-0.963
Percentage of Students At-Risk	0.185	0.133	0.731
Total Campus Enrollment (standardized)	0.521	0.478	0.314

Table E16 presents a summary of the balance of matched urban middle school campuses offering grade levels 6-8.

Table E16: Summary of the Balance for Matched Data Urban Middle School Campuses Offering Grade Levels 6-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	16.124	14.287	0.094
Hispanic	65.412	66.549	-0.045
White	16.369	16.897	-0.029
Special Education	11.466	12.781	-0.349
Students Eligible for Free or Reduced Lunch	62.591	65.278	-0.117
Limited English Proficiency	12.983	13.555	-0.059
Students Meeting Reading Level Standards	83.815	82.185	0.199
Students Meeting Math Level	66.481	65.111	0.091

Table E16: Summary of the Balance for Matched Data Urban Middle School Campuses Offering Grade Levels 6-8			
Variable	Means Treated	Means Control	Standardized Mean Difference
Standards			
Attendance Rate	0.950	0.945	0.375
Mean Experience	10.310	10.379	-0.036
New Teacher Ratio	0.189	0.184	0.057
Percentage of Students At-Risk	0.721	0.761	-0.044
Total Campus Enrollment (standardized)	0.556	0.572	-0.106

For high school campuses, the resulted matched pairs of urban and suburban high school campuses serving grade levels 9-12 did not have standardized mean differences greater than 0.25 across most variables, and showed a small difference in one matching variable (campus attendance and percentage of special education students respectively, with d less than 0.40). Town/Rural matched pairs of campuses showed small differences in three matching variables (with d less than 0.50) and their mean differences on the teacher-related variable, ratio of new teachers to experienced teachers, was large.

Table E17 presents a summary of the balance of matched suburban high school campuses offering grade levels 9-12.

Table E17: Summary of the Balance for Matched Data Suburban High School Campuses Offering Grade Levels 9-12			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	16.783	17.263	-0.028
Hispanic	49.613	49.904	-0.010
White	29.564	29.769	-0.009
Special Education	10.430	10.713	-0.105
Students Eligible for Free or Reduced Lunch	46.096	47.348	-0.060
Limited English Proficiency	7.958	6.732	0.208
Students Meeting Reading Level Standards	86.087	87.957	-0.341
Students Meeting Math Level Standards	66.304	67.174	-0.082
Attendance Rate	0.938	0.938	-0.007
Mean Experience	11.436	11.551	-0.056
New Teacher Ratio	0.167	0.173	-0.090
Percentage of Students At-Risk	0.527	0.525	0.017
Graduation Rate	80.526	82.265	-0.185
Total Campus Enrollment (standardized)	1.133	0.931	-0.198

Table E18 presents a summary of the balance of matched urban high school campuses offering grade levels 9-12.

Table E18: Summary of the Balance for Matched Data Suburban High School Campuses Offering Grade Levels 9-12			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	19.665	20.004	-0.012
Hispanic	67.462	67.501	-0.001
White	11.408	11.342	0.005
Special Education	11.889	12.626	-0.134
Students Eligible for Free or Reduced Lunch	60.478	58.241	0.133
Limited English Proficiency	11.377	12.096	-0.087
Students Meeting Reading Level Standards	78.882	78.235	0.080
Students Meeting Math Level Standards	54.529	54.412	0.011
Attendance Rate	0.918	0.911	0.346
Mean Experience	12.527	12.260	0.143
New Teacher Ratio	0.148	0.175	-0.381
Percentage of Students At-Risk	0.691	0.696	-0.038
Graduation Rate	67.976	67.300	0.058
Total Campus Enrollment (standardized)	0.670	0.584	0.168

Table E19 presents a summary of the balance of matched town/rural high school campuses offering grade levels 9-12.

Table E19: Summary of the Balance for Matched Data Town/Rural High School Campuses Offering Grade Levels 9-12			
Variable	Means Treated	Means Control	Standardized Mean Difference
Black	31.420	31.100	0.011
Hispanic	41.911	43.826	-0.059
White	24.630	23.669	0.054
Special Education	15.104	16.558	-0.360
Students Eligible for Free or Reduced Lunch	59.905	63.007	-0.191
Limited English Proficiency	4.815	4.239	0.176
Students Meeting Reading Level Standards	83.429	82.286	0.234
Students Meeting Math Level Standards	56.857	54.429	0.332
Attendance Rate	0.933	0.933	0.014
Mean Experience	11.890	13.203	-0.634
New Teacher Ratio	0.158	0.142	0.262
Percentage of Students At-Risk	0.640	0.649	-0.097
Graduation Rate	76.471	74.886	0.189
Total Campus Enrollment (standardized)	0.262	-0.136	0.459

Appendix F: BTIM Cycle 1 Grantees Selection of Programs and Providers

BTIM Cycle 1 Grantees established their mentoring programs by selecting a curriculum and at least one provider. In selecting a provider, grantees could either (a) contract with at least one provider of mentoring training from the list of vendors approved by the Commissioner of Education or (b) utilize in-house mentor training that is research-based and has demonstrated success through external evaluation.⁶³ Table F-1 lists the mentoring curriculum programs selected by BTIM Cycle 1 grantees. The most common program selected by BTIM Cycle 1 grantees was the Texas Beginning Educator Support System (TxBESS) (61%), which is a comprehensive induction program initiated by the State Board for Educator Certification (SBEC).⁶⁴ The remaining grantees (39%) utilized in-house district-designed programs.

Table F1: Mentoring Curriculum Programs Selected by BTIM Cycle 1 Grantees		
Program	N	%
Texas Beginning Educator Support System (TxBESS)	30	61%
In-house district-designed program	19	39%
Total	49	100%

Source: BTIM Cycle 1 Grantee Applications

BTIM Cycle 1 grantees selected 13 of the 21 TEA-approved program providers for Cycle 1 of the BTIM program to provide mentor training and other services using the selected programs. The most common selection was the ESCs (57%). Table F2 lists each of the TEA-approved program providers selected by BTIM grantees. At least two of the 49 grantees selected more than one provider to develop and implement their mentoring and induction programs.

Overall, BTIM Cycle 1 grantees most commonly implemented the TxBESS working with an ESC as their provider.

⁶³ BTIM Cycle 1 Request for Application (RFA).

⁶⁴ <http://portals.tea.state.tx.us/page.aspx?id=600&bc=524>

Table F2: TEA-Approved Program Providers Selected by BTIM Cycle 1 Grantees		
Approved Service Provider*	N	%
Education Service Center 13	10	20%
Texas Staff Development Council	9	18%
Education Service Center 10	6	12%
New Teacher Center at the UC Santa Cruz	7	14%
Education Service Center 4	5	10%
Education Service Center 1	3	6%
Education Service Center 20	3	6%
Mentoring Research Collaborative for Learning and Development (Texas A&M)	2	4%
Resources for Learning, LLC	2	4%
Education Service Center 6	1	2%
Pasadena ISD Mentoring Program	1	2%
LeTourneau University	1	2%
Intercultural Development Research Association	1	2%

*2 of the 49 districts reported working with two providers

Source: *BTIM Cycle 1 Grantee Applications*

Appendix G: Level of Induction

Induction is a comprehensive process of sustained training and support for new teachers. Many confuse induction with mentoring; however, mentoring is only one element of a beginning teacher induction program. Campuses could vary greatly in their induction programs for beginning teachers. One goal of the evaluation was to identify the type of induction model that was used in the BTIM program, in essence, creating a typology of induction. Various statistical and theoretical procedures for developing a typology were explored to create the most logical and accurate depiction of the level of induction used in the BTIM program.

To develop the level of induction typology, threshold analysis was used. Threshold Analysis tries to answer the question of “How good is good enough?” The method is simple. By scoring a number of features of induction – which is based on the identification of “tipping points” in expected performance – one can add up those scores and arrive at a composite figure for how well each campus is implementing an induction program. The prerequisite to employing this methodology is knowledge of what constitutes induction.

Based on Sterling, Horn, and Wong’s (2001) literature review, nine features of induction were conceptualized:

- (1) Orientation,
- (2) Mentoring,
- (3) Adjustments of Working Condition,
- (4) Release Time,
- (5) Professional Development,
- (6) Collegial Collaboration,
- (7) Teacher Assessment,
- (8) Program Evaluation, and
- (9) Follow-up.

Data Sources

The BTIM Beginning Teacher Survey, Mentor Teacher Survey, and Administrator Survey were used to create the level of induction typology. The Beginning Teacher Survey was used to create a beginning teacher level of induction. The Mentor Teacher Survey and Administrator Survey were used to create the campus level of induction. The process for creating the level of induction typologies is discussed in the following sections.

Beginning Teacher Level of Induction

Using beginning teacher survey data, a level of induction variable was created that included a high level of induction and low level of induction. First, the items of the beginning teacher survey were divided to reflect seven features of induction: (a) Orientation, (b) Mentoring, (c) Adjustments of Working Condition, (d) Release Time, (e) Professional Development, (f) Collegial Collaboration, and (g) Teacher Assessment. Each survey item had a total number of possible points. In the case of a yes/no response, the maximum number of points that could be received was one. For an item that used a rating scale (e.g., ranging from strongly agree to strongly disagree), the maximum number of points would be five. The points for each feature of induction scale were summed (adding the points for each item representing the scale), divided

by the total number of points possible per scale, and converted to percentages. Table G1 illustrates the survey items that comprised each feature of induction, the coding of the responses, and the total possible points that could be obtained on each item. In addition, the total possible points for the features of induction scale scores are presented.

Table G1: Beginning Teacher Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
ORIENTATION (10 Total Possible Points)		
At your school, what options are provided to you as a beginning teacher? New teacher orientation	1 point if it is selected 0 points if it is not selected	1
I learned about school policies from my mentor.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
On average, how often did you engage in the following activities with your mentor? Discussions about school or district policies	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
MENTORING (121 Total Possible Points)		
How would you rate the professional relationship between you and your mentor?	1 point for Poor 2 points for Adequate 3 points for Good 4 points for Excellent	4
On average, how often do/did you meet with your mentor during the following months: August - September	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your mentor during the following months: October - November	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your mentor during the following months: December - January	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your mentor during the following months: February - March	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your mentor during the following months: April - May	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week	5

Table G1: Beginning Teacher Survey Items Used to Create Level of Induction		
	Coding of Response	Total Possible Points
	5 points for Daily	
I feel comfortable bringing difficult teaching problems (e.g., classroom discipline, evaluating student work) to my mentor.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor helps with lesson planning.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor provides guidance on communicating with parents.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor provides guidance in finding appropriate professional development opportunities (e.g., workshops, classes, etc.).	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor provides guidance on effective classroom management.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor assists with connecting classroom activities to the TAKS.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor provides tips on instructional techniques.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor provides emotional support.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree	5

Table G1: Beginning Teacher Survey Items Used to Create Level of Induction		
	Coding of Response	Total Possible Points
	5 points for Strongly Agree	
On average, how often did you engage in the following activities with your mentor? Face to face meetings	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Informal conversations	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Written communication	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Observe mentor teacher in the classroom	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Discussions about professional development	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Discussions about planning lessons	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Discussions about student assessment and TAKS	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Discussions about classroom management and student discipline	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Discussions about teaching methods	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
Was your mentor teacher's grade level the same as yours?	1 point for Yes 0 points for No	1
Was your mentor teacher's subject area the same as yours?	1 point for Yes 0 points for No	1
Was your mentor teacher's campus/school the same as yours?	1 point for Yes 0 points for No	1
To what extent has your mentor helped you during your first year of teaching?	1 point for Not at All 2 points for Very Little 3 points for Some Influence 4 points for Quite A Bit 5 points for A Great Deal	5

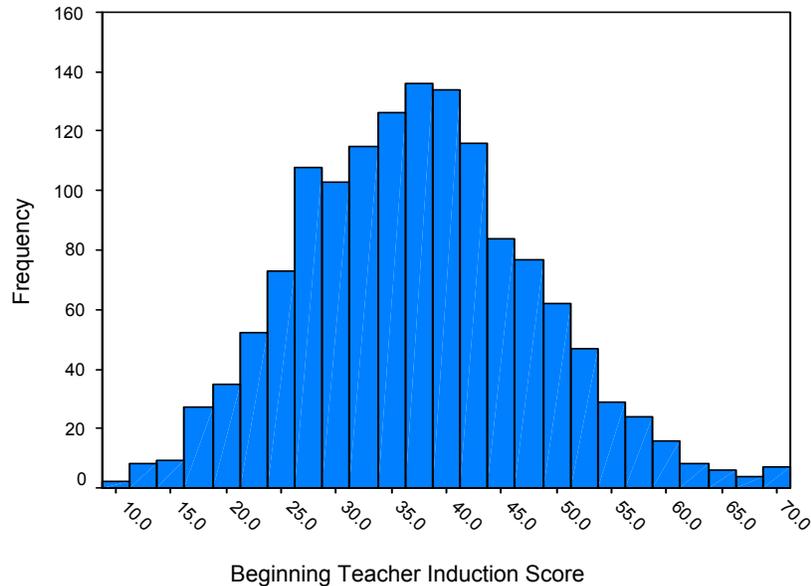
Table G1: Beginning Teacher Survey Items Used to Create Level of Induction		
	Coding of Response	Total Possible Points
How does your school facilitate contact between mentors and beginning teachers? Common planning/preparation time scheduled	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? Meetings between mentors and beginning teachers are scheduled individually by the parties involved	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? School scheduled meetings for mentors and beginning teachers	1 point if it is selected 0 points if it is not selected	1
Adjustments of Working Conditions (2 Total Possible Points)		
At your school, what options are provided to you as a beginning teacher? Classroom assistance (e.g., a teacher aide)	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Reduced work load	1 point if it is selected 0 points if it is not selected	1
Release Time (6 Total Possible Points)		
I had release time to meet with my mentor.	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
How does your school facilitate contact between mentors and beginning teachers? Release time for conferencing provided	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? Release time for observation provided	1 point if it is selected 0 points if it is not selected	1
Professional Development (4 Total Possible Points)		
How does your school facilitate contact between mentors and beginning teachers? Time during staff in-service days for mentor/ beginning teacher collaboration and training	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Professional development specifically designed for beginning teachers	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Training to work with English language learners	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Training to work with students in the special education program	1 point if it is selected 0 points if it is not selected	1
Collegial Collaboration (5 Total Possible Points)		
Besides your mentor, has anyone provided you with important guidance and assistance as a beginning teacher?	1 point for Yes 0 points for No	1

Table G1: Beginning Teacher Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
At your school, what options are provided to you as a beginning teacher? Common planning time with colleagues	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Learning communities	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Observation of a veteran teacher's classroom	1 point if it is selected 0 points if it is not selected	1
At your school, what options are provided to you as a beginning teacher? Regular communication with the school administrator	1 point if it is selected 0 points if it is not selected	1
Teacher Assessment (18 Total Possible Points)		
My mentor provides constructive feedback	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
My mentor prepared me for performance appraisals.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
On average, how often did you engage in the following activities with your mentor? Observation in the classroom by my mentor	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your mentor? Continuous feedback on my teaching practice	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4

As illustrated in Table G1, some features of induction were based on many survey items whereas others were based on a few items. However, all features of induction are equally important. To minimize the overrepresentation of one feature, all features were placed on a 10-point scale. This created a maximum level of induction score of 70 points. Once the features of induction scores were scaled, they were summed.

To create a high level of induction and a low level of induction, the median for the distribution of scores were calculated. The induction scores ranged from 10.62 to 69.59, with a median of 37.16 (see Figure G1). Any score that fell below the median was classified as a low level of induction and any score above the median was classified as a high level of induction.

Figure G1: Frequency Distribution of Beginning Teacher Level of Induction Score (n=1408)



Campus Level of Induction

Using mentor and administrator survey data, a level of induction variable was calculated that included a high level of induction and low level of induction for each campus. First, the items of the mentor survey were divided to reflect seven features of induction: (a) Orientation, (b) Mentoring, (c) Adjustments of Working Condition, (d) Release Time, (e) Professional Development, (f) Collegial Collaboration, and (g) Teacher Assessment. The items of the administrator survey to reflect the same features with the exception of Teacher Assessment were divided. Program Evaluation was used instead of Teacher Assessment for the administrator survey. The points for each feature of induction scale were summed (adding the points for each item representing the scale), divided by the total number of points possible per scale, and converted to percentages. Table G2 presents the mentor survey items and Table G3 presents the administrator survey items. Both tables illustrate the survey items that comprised each feature of induction, the coding of the responses, the total possible points that could be obtained on each item, and the total possible points for the features of induction scale scores.

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
ORIENTATION (10 Total Possible Points)		
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? New teacher orientation	1 point if it is selected 0 points if it is not selected	1
I explain school policies to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree	5

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
	or Agree 4 points for Agree 5 points for Strongly Agree	
On average, how often did you engage in the following activities with your beginning teacher? Discussions about school or district policies	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
MENTORING (131 Total Possible Points)		
Did you participate in mentor training prior to meeting your beginning teacher(s)? If you answered "No," have you received mentor training since being paired with your beginning teacher(s)?	1 point for Yes 0 points for No	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Assessment strategies	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Classroom management	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Communication with parents	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Human development	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Instructional techniques	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Lesson planning	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Motivation of student learning	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Professional development for beginning teachers	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping a beginning teacher establish effective teaching practices. Teaching diverse students	1 point if it is selected 0 points if it is not selected	1

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
Select all the topics covered in the training that related to helping you become an effective mentor. Developing coaching skills	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping you become an effective mentor. Developing listening skills	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping you become an effective mentor. Developing observation skills	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping you become an effective mentor. Establishing a positive relationship with a beginning teacher	1 point if it is selected 0 points if it is not selected	1
Select all the topics covered in the training that related to helping you become an effective mentor. Providing constructive feedback	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? Common planning/preparation time scheduled	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? Meetings between mentors and beginning teachers are scheduled individually by the parties involved	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? School scheduled meetings for mentors and beginning teachers	1 point if it is selected 0 points if it is not selected	1
How would you rate the professional relationship between you and your beginning teacher?	1 point for Poor 2 points for Adequate 3 points for Good 4 points for Excellent	4
On average, how often do/did you meet with your beginning teacher during the following months: August - September	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your beginning teacher during the following months: October - November	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your beginning teacher during the following months: December - January	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
On average, how often do/did you meet with your beginning teacher during the following months: February - March	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks	5

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
	4 points for Once a Week 5 points for Daily	
On average, how often do/did you meet with your beginning teacher during the following months April - May	1 point for Did Not Meet 2 points for Once a Month 3 points for Every Two Weeks 4 points for Once a Week 5 points for Daily	5
I feel my beginning teacher asks me for advice when dealing with difficult teaching problems (e.g., classroom discipline, evaluating student work).	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I help my beginning teacher with lesson planning.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I provide guidance on communicating with parents to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I provide guidance in finding professional development opportunities (e.g., workshops, classes, etc.) to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I provide guidance on effective classroom management to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I assist my beginning teacher with connecting classroom activities to the TAKS.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I provide tips on instructional techniques to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree	5

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
	5 points for Strongly Agree	
I provide emotional support to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
On average, how often did you engage in the following activities with your beginning teacher? Face to face meetings	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Informal conversations	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Written communication	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Observation in the classroom by beginning teacher	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Discussions about professional development	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Discussions about planning lessons	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Discussions about student assessment and TAKS	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Discussions about classroom management and student discipline	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Discussions about teaching methods	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
Was your beginning teacher teacher's grade level the same as yours?	1 point for Yes 0 points for No	1
Was your beginning teacher teacher's subject area the same as yours?	1 point for Yes 0 points for No	1
Was your beginning teacher teacher's campus/school the	1 point for Yes	1

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
same as yours?	0 points for No	
To what extent did you help your beginning teacher during the first year of teaching?	1 point for Not at All 2 points for Very Little 3 points for Some Influence 4 points for Quite A Bit 5 points for A Great Deal	5
Adjustments of Working Conditions (2 Total Possible Points)		
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Classroom assistance (e.g., a teacher aide)	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Reduced work load	1 point if it is selected 0 points if it is not selected	1
Release Time (6 Total Possible Points)		
I had release time to meet with my beginning teacher.	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
How does your school facilitate contact between mentors and beginning teachers? Release time for conferencing provided	1 point if it is selected 0 points if it is not selected	1
How does your school facilitate contact between mentors and beginning teachers? Release time for observation provided	1 point if it is selected 0 points if it is not selected	1
Professional Development (4 Total Possible Points)		
How does your school facilitate contact between mentors and beginning teachers? Time during staff in-service days for mentor/ beginning teacher collaboration and training	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Professional development specifically designed for beginning teachers	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Training to work with English language learners	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Training to work with students in the special education program	1 point if it is selected 0 points if it is not selected	1
Collegial Collaboration (4 Total Possible Points)		
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Common planning time with colleagues	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Learning communities	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what options are provided for the	1 point if it is selected	1

Table G2: Mentor Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
beginning teacher(s) you mentor at their school/campus? Observation of a veteran teacher's classroom	0 points if it is not selected	
To your knowledge, what options are provided for the beginning teacher(s) you mentor at their school/campus? Regular communication with the school administrator	1 point if it is selected 0 points if it is not selected	1
Teacher Assessment (18 Total Possible Points)		
I provide constructive feedback to my beginning teacher.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
I prepare my beginning teacher for performance appraisals.	1 point for Strongly Disagree 2 points for Disagree 3 points for Neither Disagree or Agree 4 points for Agree 5 points for Strongly Agree	5
On average, how often did you engage in the following activities with your beginning teacher? Observe beginning teacher in the classroom	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4
On average, how often did you engage in the following activities with your beginning teacher? Continuous feedback on beginning teacher's teaching practice	1 point for Not at All 2 points for Sometimes 3 points for Often 4 points for Frequently	4

Table G3: Administrator Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
ORIENTATION (3 Total Possible Points)		
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Familiarity with school policies	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Carrying out school administrative tasks	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? New teacher orientation	1 point if it is selected 0 points if it is not selected	1
MENTORING (50 Total Possible Points)		
To your knowledge, what were the characteristics that guided mentor selection? Be readily accessible and responsive to the new teacher's concerns, progress, and questions	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that	1 point if it is selected	1

Table G3: Administrator Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
guided mentor selection? Demonstrate effectiveness in ensuring high levels of achievement for all students	0 points if it is not selected	
To your knowledge, what were the characteristics that guided mentor selection? Demonstrate the ability to maintain confidentiality	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Demonstrate the ability to model best practice instructional strategies	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Demonstrate the ability to work collaboratively	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Exemplify the interpersonal skills of caring, kindness, and understanding	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Experience in the same grade level	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Experience in the same subject area	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Have a minimum of 3 years of teaching experience with a superior record of improving student performance	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Possess good communication skills	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Use data to guide decision making and continuous improvement	1 point if it is selected 0 points if it is not selected	1
To your knowledge, what were the characteristics that guided mentor selection? Other	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for mentor teachers? Communication with other mentors at the school/campus	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for mentor teachers? Materials or equipment for mentoring (e.g., manuals, forms, supplies)	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for mentor teachers? Mentor incentives and/or stipends	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for	1 point if it is selected	1

Table G3: Administrator Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
mentor teachers? Professional development specifically designed for mentor teachers	0 points if it is not selected	
At your school/campus, what options are provided for mentor teachers? Reduced work load	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for mentor teachers? Regular communication with the school administrator	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for mentor teachers? Release time to engage in mentoring activities (e.g., observations, meetings, etc.)	1 point if it is selected 0 points if it is not selected	1
How does the school facilitate contact between mentors and beginning teachers? Common planning/preparation time scheduled	1 point if it is selected 0 points if it is not selected	1
How does the school facilitate contact between mentors and beginning teachers? Allow flexibility in scheduling mentor-beginning teacher meetings	1 point if it is selected 0 points if it is not selected	1
How does the school facilitate contact between mentors and beginning teachers? School scheduled meetings for mentors and beginning teachers	1 point if it is selected 0 points if it is not selected	1
Our school/campus has clearly stated policies about mentors sharing information about beginning teachers (e.g., with administrators).	1 point for Not Planned 2 points for In Development 3 points for Partially Implemented 4 points for Fully Implemented	4
Our school/campus has a clear policy to match mentors to beginning teachers.	1 point for Not Planned 2 points for In Development 3 points for Partially Implemented 4 points for Fully Implemented	4
Our school/campus has a mentor handbook.	1 point for Not Planned 2 points for In Development 3 points for Partially Implemented 4 points for Fully Implemented	4
Our school/campus has a beginning teacher handbook.	1 point for Not Planned 2 points for In Development 3 points for Partially Implemented 4 points for Fully Implemented	4

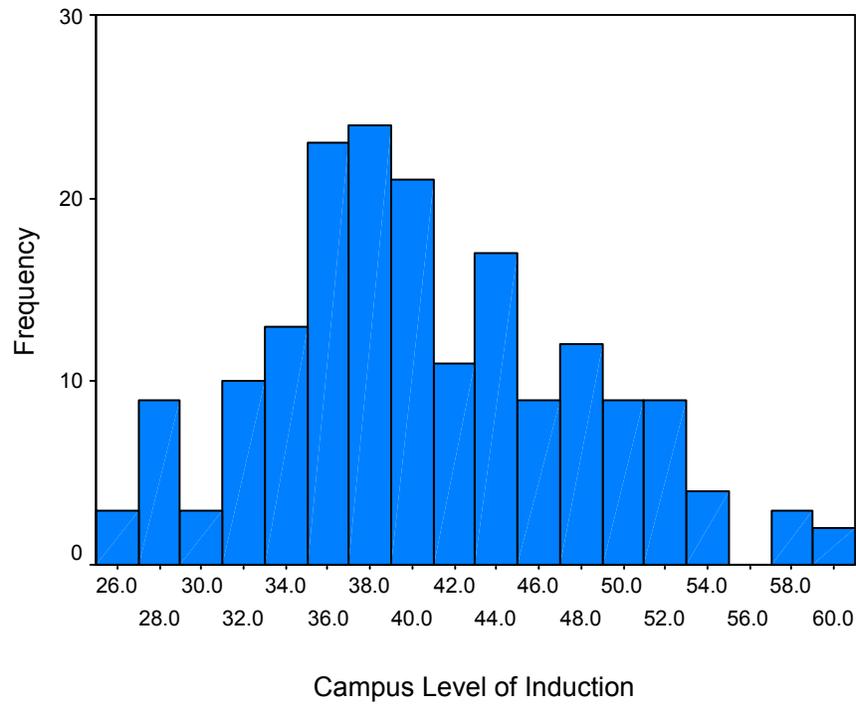
Table G3: Administrator Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
Our school/campus has clear policy on what to do if the mentor-beginning teacher relationship is not working.	1 point for Not Planned 2 points for In Development 3 points for Partially Implemented 4 points for Fully Implemented	4
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Teaching methods	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Curriculum content	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Advising students	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Classroom management	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Preparation for TAKS	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Working with parents	1 point if it is selected 0 points if it is not selected	1
At your school/campus, on which of the following areas does your beginning teacher induction program focus? Participating in curriculum and school/campus reform	1 point if it is selected 0 points if it is not selected	1
Have you participated in training aimed at providing administrators information about beginning teacher induction and mentoring?	1 point for Yes 0 points for No	1
Adjustments of Working Conditions (2 Total Possible Points)		
At your school/campus, what options are provided for beginning teachers? Classroom assistance (e.g., a teacher aide)	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Reduced work load	1 point if it is selected 0 points if it is not selected	1
Release Time (2 Total Possible Points)		
How does the school facilitate contact between mentors and beginning teachers? Release time for conferencing provided	1 point if it is selected 0 points if it is not selected	1
How does the school facilitate contact between mentors and beginning teachers? Release time for observation provided	1 point if it is selected 0 points if it is not selected	1
Professional Development (4 Total Possible Points)		
How does the school facilitate contact between mentors and beginning teachers? Time during staff in-service days for mentor/ beginning	1 point if it is selected 0 points if it is not selected	1

Table G3: Administrator Survey Items Used to Create Level of Induction		
Survey Item	Coding of Response	Total Possible Points
teacher collaboration and training		
At your school/campus, what options are provided for beginning teachers? Professional development specifically designed for beginning teachers	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Training to work with English language learners	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Training to work with students in the special education program	1 point if it is selected 0 points if it is not selected	1
Collegial Collaboration (4 Total Possible Points)		
At your school/campus, what options are provided for beginning teachers? Common planning time with colleagues	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Learning communities	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Observation of a veteran teacher's classroom	1 point if it is selected 0 points if it is not selected	1
At your school/campus, what options are provided for beginning teachers? Regular communication with the school administrator	1 point if it is selected 0 points if it is not selected	1
Program Evaluation (1 Total Possible Point)		
What content was covered in the training? Conducting an ongoing evaluation of the mentoring program at your school	1 point if it is selected 0 points if it is not selected	1

The same procedures were followed for creating the campus level of induction that were used to create the beginning teacher level of induction. As illustrated in Tables G2 and G3, some features of induction were based on many survey items whereas others were based on a few items. However, all features of induction are equally important. To minimize the overrepresentation of one feature, all features were placed on a 10-point scale resulting in a maximum level of induction score of 70 points. Once the features of induction scores were scaled, they were summed separately for each survey. This created a mentor level of induction and an administrator level of induction. Both were averaged to create the campus level of induction score.

To create a high level of induction and a low level of induction, the median for the distribution of scores was calculated. The induction scores ranged from 25.39 to 60.05, with a median of 39.84 (see Figure G2). Any score that fell below the median was classified as a low level of induction and any score above the median was classified as a high level of induction.

Figure G2: Frequency Distribution of Campus Level of Induction Score (n=182)



Appendix H: Hierarchical Linear Models (HLM)

For the evaluation of the Beginning Teacher Induction and Mentoring (BTIM) program, Hierarchical Linear Modeling (HLM) is the appropriate technique for analyzing the study because the data are nested – teachers are nested within schools which are then nested within school districts. HLM allows us to explore the direct effect of teacher-level, school-level, and district-level explanatory variables on teacher and school outcomes in order to determine the extent to which the explanatory variables are significant predictors of teacher retention and school achievement. This report used HLM 6 software developed by Raudenbush, Bryk, Cheong, and Congdon (2004). HLM provides a conceptual framework and a flexible set of analytic tools to analyze the special requirements of the data.

Variables at the teacher level and school level are likely to be correlated and are not independent. In the past, hierarchical data were analyzed using conventional regression techniques, but these techniques yielded biased standard errors and potentially spurious results (Hox, 2002). In addition, analyzing at the aggregate level only will lead to a loss of information and power. HLM is able to overcome these limitations by performing the following three tasks. First (and most importantly), HLM can partial out the variance and covariance into within and between variance components, which HLM does by having error terms at the individual, school and district levels. In this way, problems of dependence will be solved because the teacher error term will take away the correlated school and district-level errors of similar teachers by shunting that “likeness” into the level 2 and 3 error terms. Secondly, HLM can also borrow predictive power from similar cases in order to estimate cases that are similarly grouped. Finally, HLM also solves the problem of heteroscedasticity by keeping all of the errors at level 1 constant, meaning that the variance around individuals no longer fans out.

Three-Level HLM/HGLM Models

In total, three HGLM (hierarchical generalized linear models) models that examined teacher, school- and district-level predictors of one teacher outcome (teacher retention) and two school outcomes (student achievement of the Texas Assessment of Knowledge and Skills, or TAKS, test in math and reading) were estimated. Additionally, two HGLM models that examined school and district level predictors on student achievement school-wide were estimated. The following discussion examines the model used in the three-level HLM analyses.

At level 1 of an HLM the analysis an outcome variable is predicted as a function of a linear combination of one or more level 1 variables, plus an intercept, as so:

$$Y_{ij} = \pi_{0ij} + \pi_{1,2}(\text{Highest Degree})_{ij} + \pi_{3,4}(\text{Certification})_{ij} + \pi_{5,6}(\text{Race})_{ij} + \pi_{7}(\text{Gender})_{ij} + e_{ij}$$

Where, Y_{ij} represents the outcome for teacher t in school i in district j . π_{0ij} represents the initial status of school ij , π_{1ij} represents the slope of variable teachers highest degree attained of school i in district j , and e_{ij} represents the residual for teacher t in school i in district j . On subsequent levels, the level 1 (teacher-level) slopes and intercept become dependent variables for level 2 (school-level):

$$\begin{aligned} \pi_{0ij} &= \beta_{00j} + \beta_{01j}(\text{BTIM})_{ij} + \beta_{02j}(\text{BeginningTeacher})_{ij} + \beta_{03j}(\text{Experience})_{ij} + \\ &\beta_{04j}(\text{Pupil:Teacher})_{ij} + \beta_{05j}(\text{High})_{ij} + \beta_{06j}(\text{Elementary})_{ij} + \beta_{07j}(\text{Title1})_{ij} + \\ &\beta_{08,09j}(\text{Rural/Urban})_{ij} + \beta_{10,11j}(\text{Race})_{ij} + \beta_{12j}(\text{SpecialEd})_{ij} + \beta_{13j}(\text{LEP})_{ij} + r_{0ij} \\ \pi_{1ij} &= \beta_{10j} \\ &\dots\dots\dots \\ \pi_{8ij} &= \beta_{080j} \end{aligned}$$

In the above equations, β_{00j} and β_{10j} are intercepts for π_{0ij} and π_{1ij} , and the coefficients β_{01j} through β_{06j} represent their variables' slopes predicting β_{00j} . Through this process, the effects of level 1 and level 2 variables on the outcome are accurately modeled.

$$\begin{aligned} \beta_{00j} &= \gamma_{000} + \gamma_{001}(\text{BTIMfunds})_j + \gamma_{002}(\text{Budget})_j + u_{00j} \\ \beta_{01j} &= \gamma_{010} \\ &\dots\dots\dots \\ \beta_{80j} &= \gamma_{800} \end{aligned}$$

In the above equations, γ_{000} and γ_{010} are the intercepts for β_{00j} and β_{01j} . The coefficient γ_{001} represents the effect of BTIM funds.

Centering

In multilevel modeling, it is important to consider whether or not to center independent variables and which type of centering method to use. There are three popular centering options – uncentered, group-mean centering and grand-mean centering. The uncentered option leaves the variables untransformed. With grand-mean centering, each explanatory variable is centered around its overall sample mean. With grand-mean centering, only the intercept values are affected, leaving everything else, including coefficients, predicted values, overall model fit, residual terms, unaffected.

Generally, grand-mean centering is the recommended centering technique (Raudenbush & Bryk, 2002; Hox, 2002) because it eases translation of intercept values. Group-mean centering is a more specialized application, as each variable is composed of the difference between its value and the group mean's value (e.g., individual school). Grand-mean centering for dichotomous variables changes the way one should interpret the intercepts. Specifically, if one was examining the effect of gender (females=1) on an outcome, the intercept would be the outcome value that is adjusted for the gender proportion (it is no longer an outcome value for the omitted category of males). This adjustment makes the meaning of intercept more general and thus easier to discuss.

Error Terms

Multilevel modeling allows for separate error terms to be estimated at each level of analyses, which in this case are teacher, school, and district levels. The model employed in this analysis

was a random intercept model. The model treated intercepts as random effects, so the variation of outcomes by group unit (i.e., schools and districts) is taken into consideration. Technically, it is also possible to allow coefficients to randomly vary by group unit (i.e., random coefficient model); however, the study did not have a theoretical reason for expecting teacher characteristics to vary by school or expecting school characteristics to vary by district. Therefore, a simpler random-intercept model was chosen over a computationally more challenging random coefficient model.

Table H1 and H2 present the descriptive analyses of the district-, school-, and teacher-level variables used in these analyses. The first table (Table H1) presents the means, standard deviations, and Ns for the within BTIM teacher analyses. The second table (Table H2) presents the means, standard deviations and Ns for the between BTIM and non-BTIM teacher analyses. Listwise deletion was used for missing data in the within teacher analyses. Since the between teacher analyses only used full data, there was no missing data among this dataset.

Table H1: Descriptive Statistics for Within BTIM Teacher Analyses					
Variables	Mean or Percent	Standard Deviation	Teacher N	School N	District N
District-Level Variables					
BTIM percentage of District Funding	.01	.01	----	----	41
District School Budget (Logged)	7.46	.52	----	----	41
Teacher Turnover (%)	.18	.09	----	----	41
School-Level Data Variables					
School Mobility (%)	.23	.13	----	345	----
Teachers who received BTIM training (%)	.06	.05	----	345	----
Beginning Teacher (%)	.20	.10	----	345	----
Years of Teaching Experience (mean)	9.82	2.83	----	345	----
Student Teacher Ratio	.07	.02	----	345	----
High School	.23	.42	----	345	----
Middle School	.32	.47	----	345	----
Elementary School	.47	.50	----	345	----
Title 1 School	.76	.43	----	345	----
Rural	.08	.27	----	345	----
Suburban	.57	.50	----	345	----

Table H1: Descriptive Statistics for Within BTIM Teacher Analyses					
Variables	Mean or Percent	Standard Deviation	Teacher N	School N	District N
Urban	.35	.48	----	345	----
African-American Students (%)	.21	.24	----	345	----
Hispanic Students (%)	.60	.30	----	345	----
White Students (%)	.17	.19	----	345	----
Special Education Students (%)	.10	.04	----	345	----
Limited English Proficiency (%)	.21	.21	----	345	----
Teacher-Level Data Variables					
Math TAKS Achievement 2006-07 (%)	.71	.14	1348	----	----
Reading TAKS Achievement 2006-07 (%)	.85	.07	1348	----	----
MA/PhD Degree	.11	.31	1348	----	----
BA Degree	.88	.33	1348	----	----
No Bachelors Degree	.01	.12	1348	----	----
Certified by an undergraduate program	.30	.46	1348	----	----
Certified by an alternative program	.59	.49	1348	----	----
Certified by a post-undergraduate program	.11	.31	1348	----	----
Hispanic Teacher	.29	.45	1348	----	----
White Teacher	.55	.50	1348	----	----
African-American Teacher	.14	.34	1348	----	----
Male	.24	.43	1348	----	----

Table H1: Descriptive Statistics for Within BTIM Teacher Analyses					
Variables	Mean or Percent	Standard Deviation	Teacher N	School N	District N
Outcome Variables					
Retention – Teacher left teaching	.13	.34	1348	----	----
Retention – Teacher moved to different school	.06	.24	1348	----	----
Retention – Teacher stayed	.81	.39	1348	----	----
Math TAKS Achievement 2007-08 (%)	.70	.13	1348	----	----
Reading TAKS Achievement 2007-08 (%)	.83	.08	1348	----	----

Table H2: Descriptive Statistics for Between BTIM Teacher Analyses				
Variables	Mean or Percent	Standard Deviation	School N	District N
Elementary Schools				
School-Level Variables				
BTIM training received (0,1)	.50	.50	352	----
Teachers who received BTIM training (%)	.02	.04	352	----
District-Level Variables				
BTIM percentage of District funding (%)	.00	.01	-----	81
Outcome Variables				
Math TAKS 2007-08 (%)	.83	.10	352	----
Reading TAKS 2008-09 (%)	.87	.08	352	----
Middle Schools				
School-Level Variables				
BTIM training received (0,1)	.50	.50	156	----
Teachers who received BTIM training (%)	.03	.05	156	----
District-Level Variables				
BTIM percentage of District funding (%)	.00	.01	-----	65

Table H2: Descriptive Statistics for Between BTIM Teacher Analyses				
Variables	Mean or Percent	Standard Deviation	School N	District N
Outcome Variables				
Math TAKS 2007-08 (%)	.72	.13	156	----
Reading TAKS 2008-09 (%)	.86	.07	156	----
High Schools				
School-Level Variables				
BTIM training received (0,1)	.50	.50	94	----
Teachers who received BTIM training (%)	.02	.03	94	----
District-Level Variables				
BTIM percentage of District funding (%)	.00	.01	59	
Outcome Variables				
Math TAKS 2007-08 (%)	.61	.14	94	----
Reading TAKS 2008-09 (%)	.83	.08	94	----

Analyses

This section discusses how this study addressed the relevant evaluation questions using the available data and statistical models. Specifically, this section examines the statistical models employed, the variables examined in these analyses, the basic descriptive analyses (i.e., means and standard deviations) of the variables, and the statistical results from the HLM conducted in order to better understand the effectiveness of the BTIM teacher training program.

The next section examines the first of two sets of statistical models evaluating the BTIM teacher training program. The first set of models selects all of the teachers who received BTIM training in order to assess which characteristics best predicted teacher retention and students’ academic success. The second set of models examines teachers who received BTIM training and teachers who did not receive BTIM training, in order to understand whether the BTIM program helped teachers to increase their students’ academic success.

Within Teacher Analyses: Assessing BTIM on Individual Teachers

Analyses conducted explored the direct effects of district-level, school-level, and teacher-level exploratory variables on the outcomes using multilevel modeling. Because teachers are nested within schools, and schools are nested within districts, it was necessary to control for this nested data structure with multilevel modeling. HLM included error terms at each level of analysis (e.g. teacher, school, and district) which helps to control for “like” teachers working at schools where other “like” teachers are employed, or issues of dependence. These error terms allow intercepts to vary across schools and districts; however the individual-level variables were fixed, or constrained from varying across higher aggregational units. Additionally, all variables were grand mean centered to ease with the translation of variables (Raudenbush & Bryk, 2002).

For the teacher-level analyses, the differences between all of the teachers who received BTIM training on (a) teacher retention, (b) school-level student achievement on TAKS standardized tests in reading, and (c) math were explored. All three of these dependent variables necessitated statistical models that took the limited nature of the dependent variables into consideration. Therefore, hierarchical generalized linear models (HGLM), which are a special class of statistical models that enable one to examine dependent variables that have a nonlinear relationship to their predictors were used.

Table H3 presents the teacher-, school-, and district-level variables that were used in the HGLM analyses for the BTIM within and between teacher analyses.

Table H3: Variables Used in the BTIM Within and Between Teacher HGLM Models		
Teacher-Level Variables	School-Level Variables	District-Level Variables
Highest Degree Attained: MA/PhD (0,1) No Bachelors (0,1)	School Mobility (%)	District School Funding in 2007 (Logged)
	Teachers Who Received BTIM Training (%)	
Teaching Certification Program: Undergrad program (0,1) Post undergrad (0,1)	Beginning Teachers (%)	BTIM funding (% of district school funding 2007)
Race: Hispanic (0,1) African-American (0,1) White (Asian, Native American) (0,1)	Years of Teaching Experience (mean)	Teacher Turnover (%)
Gender: Male (0,1) Female (0,1)	Student/Teacher (ratio)	
Pretest of TAKS: Reading TAKS 200607 (%) Math TAKS 200607 (%)	School Level: Elementary School (PK-3 rd) Middle School (4 th -8 th) High School (9 th -12 th)	
	Title 1 Status (0,1)	
	Locale: Rural (0,1) Suburban (0,1) Urban (0,1)	
	Race: Hispanic (%) African-American (%) White (Asian, Native American) (%)	
	Special Education (%)	
	Limited English Proficiency (%)	

In order to ensure that these interrelationships would not introduce multicollinearity, Variance Inflation Factors (VIFs) were calculated for each of the within and between teacher models examined in this study. VIFs are a ratio of coefficients that assess the predictability of an independent variable by another independent variable. The generally acceptable cutoff point for

VIF scores is above a 4.0 (Fox, 1991). None of the VIF scores for any of the models in this study was above a 4.

The within teacher analyses examine the HGLM models measuring teacher retention and percentage of students who passed the TAKS achievement test.

Teacher Retention

The within teacher analyses examined the teacher-, school-, and district-level factors that affected school-level achievement on the dependent variable, teacher retention. This dependent variable has three potential outcomes, reflecting whether the teacher (a) left teaching, (b) left the school, but taught at another school in the same district, and (c) remained a teacher at the same school. Because the possible responses can be 1, 2, or 3, this means that teacher retention cannot have a linear relationship with the independent variables. Therefore, using a standard linear regression model would be inappropriate because that model allows the predicted values for the dependent variable to assume any real value and that the dependent variable is normally distributed. As specified in this model, teacher retention as specified in this model is discrete, nominal and without a natural order. As a result, a multinomial logit model is the most appropriate model to examine this dependent variable. With the three dependent variable categories, there are two logit functions: (a) comparing teachers who left teaching with teachers who stayed in teaching (at the same campus), and (b) comparing teachers who moved to a new campus in the same district to those teachers who stayed in their same school.

Table H4 presents the results of the multinomial logistic models examining the outcome of teacher retention. In the Teacher Left Campus (Model 1), there was only one significant predictor. The percentage of special education students in a school significantly decreased the odds of the teacher leaving teaching compared to the teacher staying. Specifically, for every standard deviation increase in the percentage of special education students attending school, the odds of a teacher leaving decreased by 27% compared to teachers who stay at their school.

Model 2 examined whether there were significant differences between teachers who moved to a new school campus (although still in the same school district) and those teachers who remained teaching at their same school campus. There were no significant predictors regarding teachers' decisions to change jobs for a new school. Finally, neither of the two new predictor variables – school mobility and district turnover of teachers – were statistically significant in predicting teacher retention.

Table H4 : HGLM Models Examining Teacher Retention Outcomes				
Variables	Model 1 : Teacher Left Campus	2007 2008 Odds Ratios	Model 2 : Teacher Moved to New Campus	2007 2008 Odds Ratios
Teacher-Level				
MA/PhD Degree	-.074 (.284)	.93	-.321 (.419)	.73
No Bachelors Degree	-.759 (1.062)	.47	1.421 (.728)	4.14
Certified by an undergrad program	-.189 (.199)	.83	-.352 (.289)	.70
Certified by post undergrad program	-.095 (.289)	.91	.114 (.405)	1.12
Hispanic	-.304 (.226)	.74	-.331 (.334)	.72
African-American	-.263 (.285)	.77	-.028 (.419)	.97
Male	-.266 (.214)	.77	-.086 (.307)	.92
Intercept	-1.639 (.168) ***		-2.875 (.285) ***	

Table H4 : HGLM Models Examining Teacher Retention Outcomes				
Variables	Model 1 : Teacher Left Campus	2007 2008 Odds Ratios	Model 2 : Teacher Moved to New Campus	2007 2008 Odds Ratios
School-Level				
Mobility (%)	.370 (1.139)	1.45	1.997 (1.830)	7.37
Teachers who received BTIM training (%)	.726 (2.247)	2.07	-3.914 (3.276)	.02
Beginning Teachers (%)	.536 (1.383)	1.71	-.363 (2.416)	.70
Years of Teaching Experience (mean)	.077 (.050)	1.08	-.074 (.086)	.93
Student Teacher Ratio	2.998 (8.854)	20.05	-15.686 (16.399)	.00
High School	-.222 (.262)	.80	-.678 (.400)	.51
Elementary School	-.121 (.311)	.89	-.365 (.451)	.69
Title 1 School	.250 (.293)	1.28	-.121 (.478)	.89
Rural	-.435 (.479)	.65	-.193 (.892)	.82
Urban	.158 (.271)	1.17	-.653 (.538)	.52
African-American Students (%)	.455 (.649)	1.58	-1.327 (1.349)	.27
White Students (%)	.859 (.828)	2.36	.877 (1.377)	2.40
Special Education Students	-7.578 (3.429) *	.00	-6.433 (5.567)	.00
Limited English Proficiency Students (%)	.415 (.893)	1.51	.893 (1.429)	2.44
District-Level				
BTIM percentage of District funding	-31.583 (34.342)	.00	57.066 (50.269)	6.07E+24
District School Budget (Logged)	-.932 (.499)	.39	.177 (.971)	1.19
Teacher Turnover (%)	1.102 (2.744)	3.01	-3.986 (4.666)	.02
Variance Component				
Student & School, r0	.35968		.25591	
District, u00	.01527		.44703	

*p<.05; **p<.01; ***p<.001

Students Passing the TAKS Achievement Tests

The within teacher analyses examined the teacher-, school-, and district-level factors that affected student achievement at the school-level on the dependent variable, TAKS achievement tests. This dependent variable reflects the percentage of students who met the TAKS math and reading standards. When this dependent variable is examined in a histogram, the distribution approximated a Poisson distribution. It is sometimes recommended to use a Poisson model when analyzing rate outcomes; therefore, this study used a Poisson HGLM model to examine school-wide student achievement on the TAKS exams (Osgood, 2000).

Table H5 presents the HGLM models examining the within BTIM teacher analyses examining student school-wide academic achievement. In Models 3 and 4, the unit-specific robust standard errors were reported (Raudenbush & Bryk, 2002). In Model 3, there were two significant teacher-level predictors and four significant school-level predictors of meeting the math TAKS student achievement standard at the school level. None of the district-level variables proved to be significantly related to the TAKS achievement outcomes.

At the teacher-level, teachers who were certified by their undergraduate college or university and teachers who were African-American significantly increased the odds of the school's

students passing the math TAKS achievement standard. Specifically, being certified by an undergraduate program increased the odds of students meeting the TAKS math standard by one percent. Additionally, teachers who were African-American increased the odds of students meeting the TAKS math standard by one percent. Finally, the pretest scores of meeting the TAKS achievement test standard in the previous year (2006-2007), significantly increased the school's odds of meeting the TAKS achievement test standard in 2007-2008.

At the school-level, the percentage of school mobility was significantly related to decreased odds of the school's students passing the math TAKS standard. Specifically, every percentage increase in school mobility corresponded with decreases in the odds of students passing the math TAKS achievement standard by 21%. Additionally, rural schools (odds=.96), elementary schools (odds=.96), and high schools (odds=.93) had significantly lower odds of students meeting the math TAKS achievement standard than students in suburban, middle schools.

In Model 4, there were four additional significant school-level predictors of meeting the reading TAKS student achievement standard at the school level. First, school mobility was negatively related to students meeting the reading TAKS standard. Specifically, every percentage increase in school mobility corresponded with decreases in the odds of students passing the reading TAKS achievement standard by ten percent. Schools with an additional percentage of Limited English Proficient (LEP) students significantly lowered their odds of students passing the reading TAKS standard by ten percent. Additionally, schools that were rural (odds=.98) and elementary schools (odds=.93) had significantly lower odds of students meeting the reading TAKS standard than students in suburban and middle schools.

Table H5. HGLM Models Examining the School Rate of Students Who Passes the TAKS Achievement Exams				
Variables	Model 3 : Math TAKS 2007-2008	2007 2008 Odds Ratios	Model 4 : Reading TAKS 2007-2008	2007 2008 Odds Ratios
Teacher-Level				
Pretest of TAKS 2006-2007	1.081 (.068) ***	2.95	.898 (.056) ***	2.45
MA/PhD Degree	.003 (.005)	1.00	-.003 (.004)	1.00
No Bachelors Degree	-.002 (.011)	1.00	.005 (.013)	1.01
Certified by an undergrad program	.010 (.005) *	1.01	.004 (.002)	1.00
Certified by post undergrad program	.003 (.007)	1.00	.002 (.006)	1.00
Hispanic	-.004 (.005)	1.00	-.008 (.005)	.99
African-American	.013 (.006) *	1.01	.003 (.005)	1.00
Male	.003 (.004)	1.00	.004 (.002)	1.00
Intercept	-.373 (.007) ***		-.207 (.005) ***	.81
School-Level				
Mobility (%)	-.240 (.098) *	.79	-.107 (.049) *	.90
Teachers who received BTIM training (%)	.037 (.104)	1.04	.097 (.071)	1.10
Beginning Teachers (%)	-.042 (.068)	.96	-.025 (.067)	.98
Years of Teaching Experience (mean)	-.002 (.002)	1.00	-.003 (.002)	1.00
Student Teacher Ratio	.620 (.385)	1.86	-.206 (.297)	.81
High School	-.072 (.018) ***	.93	-.014 (.008)	.99
Elementary School	-.038 (.014) **	.96	-.069 (.009) ***	.93
Title 1 School	.015 (.012)	1.02	.008 (.008)	1.01
Rural	-.036 (.016) *	.96	-.025 (.011) *	.98

Table H5. HGLM Models Examining the School Rate of Students Who Passes the TAKS Achievement Exams				
Variables	Model 3 : Math TAKS 2007-2008	2007 2008 Odds Ratios	Model 4 : Reading TAKS 2007-2008	2007 2008 Odds Ratios
Urban	-.016 (.014)	.98	.001 (.010)	1.00
African-American Students (%)	-.060 (.032)	.94	-.028 (.023)	.97
White Students (%)	.014 (.041)	1.01	.044 (.029)	1.04
Special Education Students	-.464 (.248)	.63	-.024 (.137)	.98
Limited English Proficiency Students (%)	-.058 (.051)	.94	-.109 (.028) ***	.90
District-Level				
BTIM percentage of District funding	1.174 (1.338)	3.23	1.460 (1.030)	4.31
District School Budget (Logged)	.016 (.027)	1.02	.010 (.020)	1.01
Teacher Turnover (%)	-.018 (.124)	.98	-.049 (.104)	.95
Variance Component				
Student & School, r0	.00001		.00001	
District, u00	.00038		.00016	

Between Teacher Analyses: HGLM Results

The between teacher analyses compare the school-level rate of students meeting the TAKS achievement standard between two types of schools – schools in which teachers received BTIM training and schools in which teachers did not receive BTIM training. The BTIM teacher training was measured as a dichotomous variable measuring the presence of at least one teacher in the school who received training.

The HLM models have two levels of data, with schools nested within school districts. The first level contains explanatory variables of interest schools (i.e., BTIM treatment), and the second level contains explanatory variables describing schools (i.e., BTIM funding). Using Propensity Score Matching (PSM), the BTIM schools were matched, along nine dimensions, with other schools whose teachers did not receive BTIM training.⁶⁵ Using PSM also simplifies the HGLM models, as there was no need to control for variables that were used as matching criteria. For instance, usually the evaluation models would have included a pretest score of the TAKS achievement score as a covariate; however, since the TAKS achievement score was used to match the schools, the pretest covariate was excluded.

Table H6 presents the results of the six between teacher HGLM analyses examining school TAKS achievement outcomes in elementary, middle, and high schools. As can be seen in Models 5 and 6, elementary and high schools in which teacher(s) received BTIM training did not have significant differences in the rates of students who met the TAKS achievement standards in either math (Model 5) or reading (Model 6). In middle schools, the schools with BTIM-trained teachers had significantly lower odds (odds= .022) of students meeting the reading TAKS standard than students in schools where no teachers received BTIM training. Additionally, elementary schools in school districts that received a higher proportion of their funding from

⁶⁵ (a) economic disadvantage (i.e., free/reduced lunch status), (b) at risk status, (c) racial and ethnic composition of the school body, (d) school attendance rate, (e) special education, (f) limited English proficiency (LEP), (g) total enrollment at the school, (h) TAKS reading and math achievement scores in 2006-07, and (i) graduation rates (high school only).

BTIM had significantly lower odds of students meeting the reading TAKS standard (odds=.735). These were the only two statistically significant findings across the six models.

Table H6. HGLM Models Examining BTIM Training (Dichotomous) on School TAKS Achievement Outcomes				
Variables	Model 5 : Math TAKS 2007-2008	2007 2008 Odds Ratios	Model 6 : Reading TAKS 2007-2008	2007 2008 Odds Ratios
Elementary Schools				
School-Level				
BTIM training received (0,1)	.243 (1.693)	1.275	.638 (.837)	1.893
Intercept	4.422 (.011) ***		4.460 (.006) ***	
District-Level				
BTIM percentage of District funding (%)	-.023 (.017)	.977	-3.08 (.151) *	.735
Variance Component				
District, u00	.00435		.00001	
Middle Schools:				
School-Level				
BTIM training received (0,1)	-4.869 (2.674)	.008	-3.836 (1.766) *	.022
Intercept	4.287 (.018) ***		4.457 (.009) ***	
District-Level				
BTIM percentage of District funding (%)	.043 (.029)	1.044	.023 (.019)	1.023
Variance Component				
District, u00	.01188		.00001	
High Schools:				
School-Level				
BTIM training received (0,1)	-.031 (5.387)	.969	-2.553 (2.989)	.078
Intercept	4.124 (.025) ***		4.423 (.011) ***	
District-Level				
BTIM percentage of District funding (%)	-.025 (.046)	.975	.005 (.026)	1.005
Variance Component				
District, u00	.02340		.00001	

*p<.05; **p<.01; ***p<.001

Summary:

The results from the multilevel models suggest that there are indeed interesting relationships among BTIM teachers and schools. In the within BTIM analyses, several characteristics of BTIM teachers and BTIM schools are predictive of students meeting the TAKS standards. Specifically, teacher certification route significantly and positively impacted student performance on math TAKS outcomes for students school-wide. Additionally, African-American BTIM teachers were also linked with students meeting the math TAKS standard. Interestingly, there were no significant teacher-level effects that led to higher school-wide performance on the reading TAKS.

At the BTIM school-level, mobility proved to significantly decrease students' odds of meeting both the math and reading TAKS standards. This finding makes intuitive sense – schools with high levels of student turnover also had fewer students meeting standardized test criteria. Additional findings among BTIM schools suggest that middle and suburban schools are outperforming rural, elementary and high schools in the TAKS standardized tests. Additionally,

BTIM schools that served a larger population of LEP students had significantly fewer students meeting the reading TAKS standard. While these last sets of findings are interesting and shed light on significant predictors of meeting the TAKS standards, they are likely not unique to BTIM schools.

Finally, the analyses that examined differences between BTIM schools and non-BTIM schools found that among middle schools, BTIM training was significantly related to fewer students meeting the reading TAKS standards school-wide. This finding does not necessarily suggest that BTIM schools are less effective than non-BTIM schools. Indeed, it is very likely that these teachers were selected for BTIM training based on such factors as increased need among the student body, thereby resulting in the witnessed difference in student performance. Additionally, there was a significant relationship between the percentage of BTIM funding school districts received and student performance on the reading TAKS standard in elementary schools. School districts that had more of their funding from BTIM-contained elementary schools in which elementary students had lower odds of passing the reading TAKS standard. This last finding is puzzling and will be further explored in future analyses.

Appendix I: Case Study Report

1. Introduction

The evaluation of the Beginning Teacher Induction and Mentoring Program (BTIM) employed a mixed-methods design, using both quantitative and qualitative data to construct a comprehensive picture of the BTIM program. The ICF team accessed several extant data sources that provided demographic, programmatic, and achievement information. The ICF team was able to make extensive use of these data, which allowed the team to describe the BTIM program processes and participants, as well as establish causal arguments regarding program impacts. To supplement these sources, the ICF team collected information from key BTIM program stakeholders through survey instruments and in-depth case studies. Together, these data sources allow for the triangulation of results across methods and participant groups, providing greater confidence in the findings and the evaluation team’s ability to highlight areas for program enhancement. As part of the mixed method evaluation of BTIM, the evaluation team conducted six case studies to explore the complex interactions between beginning teachers and mentors in order to better understand how teacher induction might influence student achievement and teacher retention. Each case study examined a different school district within Texas that was implementing a mentoring program funded by a BTIM grant. This appendix provides an overall summary on the case study findings, followed by individual reports for each of the six sites.

1.1 District Selection

The Texas Education Agency (TEA) program and evaluation staff selected six participating districts that represented a range of scenarios that are of interest to the TEA. First, the districts participating in the BTIM grant program were arrayed by education service center (ESC) region in which they are located. The number of campuses within each participating district was listed. Based on the desire to represent various regions of the state and districts that had the most campuses participating in BTIM Cycle 1, ESC regions 1, 4, 11, 13, 19, and 20 were selected.

The next step was to group the participating districts in these six regions by community type and organize them into three groups: (a) Suburban (Major Metropolitan Suburban; Other Central City Suburban); (b) Urban (Major Urban); and (c) Rural (included Independent Town, Other Central City, and Non-Metropolitan). The number of teachers anticipated to be served by each district was listed. The two districts within each community type with the most participating teachers were selected for a total of six districts across the six regions. Table I-1 lists information about the districts selected for case study.

ESC Region	District	Number of Participating Campuses	Number of Teachers	Community Type
13	A	9	160	Suburban
4	B	15	237	Suburban
19	C	18	232	Urban
11	D	79	244	Urban

Table I-1: Region, Number of Participating Campuses, and Number of Participating Teachers for Each District Selected for Case Study				
ESC Region	District	Number of Participating Campuses	Number of Teachers	Community Type
20	E	3	41	Town/Rural
1	F	8	125	Town/Rural

1.2 Campus Selection and Site Visits

Once the six districts were selected, specific schedules were created in conjunction with the grant coordinator at each district. The schedules were used to select campuses, schedule interviews and focus groups, and manage the logistics for the site visit. Campuses were selected based on availability and approval from the principal, as well as a research interest in gathering rich data on mentoring programs in elementary schools, middle schools, and high schools. As a result, in District F, only elementary schools were selected; in District B, only middle schools were selected; and in District C, only high schools were selected. The grant coordinator from each district selected research participants from each campus based on their availability.⁶⁶ Two field researchers spent four days in each district. In some instances, a site visit included three campuses, while in other instances a site visit included more than one campus, depending on the number of participating campuses and teachers at each campus. This was determined in conjunction with the TEA based on what could realistically be studied during a four-day site visit with two field researchers. Other factors considered were logistics, availability of teachers and campus administrators, and distance between campuses.

1.3 Data Collection Activities

During the site visit, the evaluation team interviewed and conducted focus groups with key personnel (e.g., district administrators, principals, mentor teachers, and beginning teachers). A case study protocol that included interview guides and focus group guides included questions that would help researchers gather information about BTIM program processes and outcomes, including:

- Program implementation
- Training and support
- Mentor selection
- Matches between mentors and beginning teachers
- Outcomes
- Cost and sustainability.

⁶⁶ The accuracy of the site visit data is limited because grant coordinators selected the beginning teachers and mentors who participated in the interviews and focus groups. Grant coordinators may have selected beginning teachers and mentors who had more favorable opinions of the BTIM program than their colleagues. Additionally, there may be issues of self-disclosure and an element of “satisfying” where beginning teachers and mentors were overly positive because they perceive that is what the evaluators want to hear.

The interviews with mentor teachers and beginning teachers were conducted through dyad interviews where matched mentor teachers and beginning teachers were interviewed together at the same time. In addition to dyad interviews, the evaluation team also conducted focus groups with mentor teachers and beginning teachers separately.

2. Summary Findings

The overall impression from the interviewed administrators, mentors, and beginning teachers suggest that the BTIM-funded mentoring programs included in the sample were largely successful in providing beginning teachers with needed support and increasing the retention rate of beginning teachers. This section describes the findings from the in-depth case studies, including selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Selection of Mentors and Beginning Teachers

The campus principals across all of the six districts had lead responsibility for the selection of mentor teachers; some of the campus principals also enlisted the help of other staff (administrators or lead mentors). In general, principals looked for the following qualities in mentor teachers:

- Willingness to participate,
- Experience,
- Proven track record (e.g., good Professional Development and Appraisal System ratings),
- Leadership skills, and
- Mastery of content area.

In most cases, the principals approached the mentor teachers and asked for their participation in the mentoring program. In some instances, mentors volunteered or were assigned to participate. Each district required all beginning teachers to participate. It was noted in many districts that this was especially beneficial for alternatively certified beginning teachers because having a mentor during their first year was a mandatory requirement of their preparation program.

2.2 Matching Between Mentors and Beginning Teachers

In addition to selecting mentor teachers, principals and other key staff also matched the mentors with beginning teachers. The most commonly cited factor that principals used to make matches was teaching the same subject. Principals also tried to match pairs that taught the same grade. In elementary schools, teaching the same grade was the most important factor since the same subjects were taught in each grade by all teachers (with the exception of music and physical education). Other factors that principals considered were common planning periods, proximity of classrooms, personality, and teaching philosophies. Principals noted that it was harder to match on personality and teaching philosophies since they did not know the beginning teachers well.

Mentors and beginning teachers across all districts repeatedly stressed the importance of teaching the same subject and having a common planning period because it allowed them to

share lessons and meet more often. The pairs also preferred to have close proximity of classrooms because it facilitated greater interaction; mentor teachers were easily accessible when beginning teachers had questions.

2.3 Mentor/Beginning Teacher Activities

Two main activities were conducted by all mentor/beginning teacher pairs across each district: meetings and observations. Each pair conducted formal and informal meetings with frequencies ranging from bi-weekly to daily. Proximity of classrooms influenced the frequency with which the pair met. If the pair's classrooms were close to each other, they could meet on a daily basis. Conversely, if the pair's classrooms were far away, they could not meet informally on such a regular basis and often relied on e-mail and telephone. During the meetings, the pairs would discuss a wide variety of topics including planning, instructional and classroom management techniques, campus policies and procedures, and general advice. Some of the districts required the mentors to keep log books that documented their activities and their outcomes. These were submitted to either the principal or the district.

Mentors also observed their beginning teachers as part of the mentoring program. After each observation, the pairs met to discuss the mentors' feedback. In some cases, the beginning teachers also had an opportunity to observe the mentor or other teachers within the campus. As a result, the beginning teachers learned valuable classroom management strategies, ideas for innovative lesson plans, and differentiated instruction strategies. A barrier to conducting observations was that, in some instances, substitute teachers were not readily available to cover their classrooms due to substitute shortages.

Participation in these activities positively affected the mentors and beginning teachers. Mentors reported learning new ideas for lesson plans from their beginning teachers. They also stated that they learned how to communicate effectively and share ideas with their beginning teachers. Mentors provided beginning teachers with valuable information and advice (e.g. classroom management, campus policies, etc.). Many mentors commented that they noticed an improvement in their beginning teachers' classrooms, especially in classroom management.

2.4 Support

Support varied greatly across the six case study districts and across school campuses within the same district. Support at the campus level was largely dependent on the principal and if there was a lead mentor or campus facilitator position. Some campuses held regular meetings with campus administrators and mentor teachers; others had beginning teacher support groups and whole-campus meetings with all the mentors and beginning teachers. However, some of the interviewed participants did not think there was enough support at their campus, especially in campuses that were struggling academically and where mentoring was not a priority.

At the district level, each district provided mentor stipends and mentor training. The mentor stipends ranged from \$650 to \$2,500. The mentor trainings also varied. Some districts brought in an external trainer (i.e., the Regional ESC) and others used in-house training such as a "train the trainer" model where the district mentoring coordinator trained master mentors; the master mentors trained campus mentors; and campus mentors provided support to the beginning teachers. Most of the mentors enjoyed the trainings but would have liked to have more information or direct instruction about their responsibilities as mentors and the required paperwork. Each district also had a varying degree of administrator trainings for principals and relevant district administrators. A couple of districts also had a new teacher orientation that

beginning teachers were required to attend. Additionally, each district provided substitute teachers for the mentors and beginning teachers to use in order to meet and conduct observation. However, a few of the districts reported that there was a substitute shortage, which limited their availability to the pairs.

2.5 Program Outcomes

The mentoring program outcomes across the districts were largely positive. They included strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, retention of beginning teachers, and support for increased student achievement. The most obvious outcome across the districts was the strong relationships that developed between the pairs.

In order to develop strong relationships, there needed to be open communication between the mentors and beginning teachers. Certain characteristics were necessary to have good communication. It was important for mentors to provide constructive criticism in a positive light. It was also important that the pairs were honest and open with each other, which built trust. While communication was critical, the mentor also needed to be available to the beginning teacher so the relationship could develop. Additionally, mentors and beginning teachers pointed out the following qualities that the mentor should possess:

- Patience,
- Experience,
- Reliability,
- Open-mindedness,
- Caring nature,
- Organization, and
- Easy-going attitude.

Some of the barriers to developing a strong relationship were lack of time to meet together, teaching different subjects or grades, having different teaching philosophies, and receiving negative criticism from the mentor. While challenges existed to building effective relationships, most of the participants indicated they had good relationships, with some even maturing into friendships outside of work. As the relationships developed throughout the year and the beginning teachers began to feel more comfortable, their job satisfaction and level of performance increased as well.

Across each district and each campus, beginning teachers reported that they felt more confident and comfortable in front of the classroom and attributed much of their success to their mentor teachers. As one beginning teacher explained, “This program helps build confidence and helps with learning to be more comfortable around students.” The beginning teachers indicated that they were less anxious because they could go to their mentor with questions and get ideas on how to manage their classroom. Some mentor teachers also indicated that their job satisfaction increased because of the mentoring program. They felt very proud when their beginning teachers succeeded or used their teaching strategies within their classrooms. They stated that it felt good to help someone and build a relationship with them.

Another outcome, and intended goal of the grant, was the retention of beginning teachers in the district. Beginning teachers overwhelmingly stated they will return to their campus or stay within the district next year (the retention rate for BTIM Cycle 1 grantees was 84.1%⁶⁷). Very few of the interviewed beginning teachers reported that they were leaving the teaching field or transferring to a new district. Those that reported moving to a new district often cited personal reasons for leaving that were unrelated to the BTIM program. For example, one beginning teacher stated, “I will remain in teaching, but not here. The program didn’t have an impact on me not coming back here. Living in a small town is not for me.”

Additionally, mentors and beginning teachers believed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers’ classrooms. The mentoring relationship offered beginning teachers new teaching strategies and lesson plans that engaged students. In addition, as classroom management techniques improved, beginning teachers saw improvements in student behavior. When beginning teachers learned how to manage their classrooms, they set the stage for a positive learning environment.

2.6 Cost and Sustainability of the BTIM Program

A review of the six case study districts’ grant applications revealed that the grant award amounts ranged from \$141,963 to \$692,500 (the average amount being \$483,019). The large majority of funds were used for payroll (ranging from 77% to 98% of total project funds). Each district provided Extra Duty Pay for mentors (i.e., stipend) ranging from \$650 to \$2,500 per mentor per beginning teacher. According to the districts’ progress reports, the districts had an average of 83 mentors and 108 beginning teachers in the mentoring program.

During the site visits, district and campus administrators were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. Administrators indicated that it would be very difficult to find alternate funding sources to sustain the grant-funded mentoring program. However, some indicated that they would look for additional grant funding or conduct fundraising events. Others thought they could use Federal Title I or Title II funds. Some principals reported that they would reduce the stipend amount and move funds around in their operating budget to keep the mentoring program.

2.7 Looking to the Future

The mentoring programs were considered successful by most of the participants; however, there were areas that could be improved upon. For example, beginning teachers reported that they wanted to have more time with their mentors and stressed the importance of having a common planning period to facilitate this interaction. Other recommendations from participants included:

- Reducing paperwork,
- Starting the program earlier in the year,
- Having a lead mentor or campus facilitator at each campus,
- Having trainings that mentors and beginning teachers attend together,
- Distributing a structured timeline for completing milestones and submitting paperwork, and

⁶⁷ Based on Cycle 1 grantee uploads for Year 1 beginning teacher participants.

- Increasing the amount of support provided by district and campus administrators.

3. Conclusion

Overall, the district administrators, principals, mentors, and beginning teachers in the case study sample felt the BTIM-funded mentoring programs were extremely successful in providing beginning teachers with the desired level of support needed for success and increasing the retention rate of first-year teachers. The majority of beginning teachers felt supported by their mentor and developed strong, open relationships that promoted beginning teacher growth and development. The mentors fostered this growth by providing advice; sharing teaching and classroom management strategies; and helping beginning teachers understand how to complete required paperwork and grade books and understand campus policies. Most of the beginning teachers indicated that they were planning to stay in their campus or within the district and praised their mentor for being a part of their decision to stay.

Mentors and beginning teachers gave varying levels of praise to the district and campus administrators for providing support for the mentoring program. The level of support varied greatly among the districts and campuses within the districts. The principal's involvement played a large role in determining the support provided at the campus level. The mentor stipend and access to substitute teachers (when available) were valuable to most of the participants. Suggestions for improvement focused mainly on decreasing the amount of paperwork, increasing the amount of time mentors and beginning teachers have to meet, and starting earlier in the school year. In general, the mentoring program was considered extremely valuable to the districts and participants would like to see it continue.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District A (Suburban)

District A: Case Study Report

1. District A Description

1.1 District A Profile

District A is located within a suburban locality, about 15 miles outside of a major urban area. However, the population is very dispersed within the district and a district administrator even referred to District A as “rural.” The student population of District A is growing rapidly and increased by nine percent during the past school year. With the growth of the district, district leaders feel it is increasingly important to retain beginning teachers. For the past two years, the teacher attrition rate within District A was very high (53.5%). Reasons teachers’ cited for leaving teaching are retirement, opting for jobs that offer less stress, more personal satisfaction, or selecting a job that pays more.⁶⁸ During the past school year, District A hired 60 new teachers; one elementary school alone hired 20 new teachers. See Table I-2 for demographic information.

District A applied for the Beginning Teacher Induction and Mentoring Program (BTIM) grant to increase retention of beginning teachers by providing mentors who can share knowledge about the student body and the community.⁶⁹ One district administrator described District A as being in a unique situation, in that many beginning teachers are not familiar with working in a “suburban/rural” setting while teaching students who are from the inner city (since the district is so close to a major urban area, many students have moved into District A from the urban area).

Table I-2: District A Profile	
Student Enrollment (October 2007)	
All Students	9,234
Student Race/Ethnicity (%)	
Hispanic	76
African-American	14
White	9
Asian	0.9
Native American	0.2
Student Gender (%)	
Male	51
Female	49
Student Population (%)	
Special Education	11
Gifted	4.2
Economically Disadvantaged	79
At-Risk	64
Limited English Proficient	27
Public Schools (N)	
Multi-Grade	1
Elementary Schools	7
Middle Schools	2
High Schools	2
Title I Schools	9
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

1.2 District A Mentoring Program

District A implemented the Texas Beginning Educator Support System (TxBESS) program with funding from the BTIM grant and district matching funds, which were required by the grant. TxBESS is a standards-based support system for beginning teachers that extends the training of new teachers and provides them with constructive feedback from a trained support team member.⁷⁰ TxBESS training, which includes the requisite administrator and mentor teacher

⁶⁸ As reported in District A’s grant application.

⁶⁹ As reported in District A’s grant application

⁷⁰ Retrieved on October 22, 2008 from <http://txbess.esc13.net/about.html>.

training for program implementation, was provided by the regional education service center (ESC).

The expressed goals of the grant are to increase beginning teacher retention, provide mentors to every beginning teacher, and provide TxBESS training to mentor teachers and district and campus administrators. In their grant application, District A established the following objectives for achieving their goals:⁷¹

- Provide beginning teachers (one year or less of teaching experience) with trained campus-based mentors to increase beginning teacher retention by an average of 10%.
- Provide 100% of the selected campus-based mentors with research-based mentor and induction training in TxBESS as evidenced by attendance rosters.
- Provide an ongoing research-based support system to help beginning teachers develop and refine sound teaching practices that support high-quality instruction as evidenced by beginning teacher/mentor teacher activity logs.
- Provide 100% of the campus administration at the participating campuses with one day of TxBESS training to support beginning teachers and mentors as evidenced by attendance rosters.
- Provide 100% of the beginning teachers with opportunities for ongoing professional development to increase subject-area knowledge and enhance teachings skills.

In addition to the overall program objectives, 11 specific activities were required of the mentor teachers based on District A's grant application:⁷²

- Provide beginning teacher with a tour of facilities, including assigned classroom location, mentor's classroom location, and teacher workroom.
- Introduce beginning teacher to other staff members.
- Familiarize beginning teacher with campus processes on obtaining supplies, books, use of equipment, field trips, purchase requisitions, library use, reporting requirements.
- Meet with the beginning teacher on a regular basis during the school year:
 - ◆ Maintain daily contact with the beginning teacher for the first two weeks, and
 - ◆ Meet weekly with the beginning teacher after the first two weeks.
- Arrange for a substitute, when needed, to carry out mentoring activities.
- Maintain documentation of mentoring/beginning teacher activities.
- Attend regularly scheduled campus mentor support meetings.
- Conduct observations and assessments of the beginning teacher.
- Provide professional assistance to beginning teachers, including:
 - ◆ Classroom management,
 - ◆ Teaching methodology,

⁷¹ As reported in District A's grant application.

⁷² As reported in District A's grant application.

- ◆ District information,
- ◆ Curriculum and assessment,
- ◆ Professional Development and Appraisal System (PDAS) and Teacher Self-Reports,
- ◆ Time management,
- ◆ Parent conferences/communication,
- ◆ Fall and Spring Open Houses, and
- ◆ Grade reporting requirements.
- Provide opportunities for reflection:
 - ◆ Participate in joint planning with beginning teacher, classroom observations, and data disaggregation,
 - ◆ Model instructional practices,
 - ◆ Facilitate reflective conversations,
 - ◆ Utilize knowledge of formative assessments,
 - ◆ Facilitate professional growth of the beginning teacher, and
 - ◆ Maintain communication with campus administration through logs and e-mail.
- Complete program documentation (evaluation instruments, program documentation, mentoring logs), as requested.

1.3 District A Site Visit

For the case study of District A, the evaluation team visited the district office and three campuses that were implementing the grant-funded mentoring program: one elementary school, one middle school, and one high school. District A interviews and focus groups took place from April 14, 2008, through April 18, 2008. Interviews and focus groups were conducted with district administrators, principals, mentor teachers, and beginning teachers (see Table I-3). Most of the mentors and beginning teachers who participated in dyad interviews also participated in the focus groups, particularly at campuses where there were fewer mentors and beginning teachers participating in the BTIM program. Other focus group participants had not been previously interviewed.

Table I-3: Number of Interviews and Focus Groups in District A					
Interviews/Focus Groups	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	2	1	1	1	5
Dyad Interviews	0	7	9	9	25
Mentor Focus Groups	0	1	1	2	4
Beginning Teacher Focus Groups	0	1	1	2	4

Findings from the site visit data collection activities are included in Section 2.

2. Findings

This section describes the findings and themes from the in-depth case study of District A, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

The professional backgrounds of the research participants varied greatly. About three out of five administrators (principals and district administrators) had over 20 years of experience working for District A in various capacities. Mentor teachers' years of experience ranged from three years (the minimum program requirement to be a mentor) to 37 years. Every mentor was certified in his or her respective grade-level/subject-area. The majority of beginning teachers (80%) were in their first year of teaching, with the remaining 20% in their second year of teaching. The remaining beginning teachers had some years of experience teaching but were new to District A. Several of the beginning teachers were in an alternative certification program (ACP). For many of these teachers, teaching was a second career. The alternatively certified teachers also did not have classroom teaching experience prior to their first year and, in some cases, reported that they needed more guidance and support from their mentor teachers.

2.2 Selection of Mentors and Beginning Teachers

Mentor teachers were selected by the principal at each individual campus. The guiding criteria from the BTIM grant indicated that mentor teachers must have at least three years previous teaching experience. Other than that, the principals were able to choose mentors based on their own judgment. The principals looked for the following characteristics in mentor teachers:

- Willingness to participate,
- Willingness to share ideas,
- Leadership capabilities,
- Interpersonal skills,
- Confidence, and
- An easy-going personality.

“As a mentor, you need to be willing to listen and not judge ... It is helpful to listen to what they [beginning teachers] are saying, anticipate what they are talking about, and try to lead them to the solution rather than telling them what to do directly.”

-Beginning Teacher

In most cases, mentor teachers reported that the principal approached the mentor teachers personally or via e-mail to alert them of the new grant-funded mentoring program and ask for their participation as a mentor. However, one mentor reported that she was assigned to a beginning teacher without being approached stating, “I would have liked to have been asked to be part of the program.”

In contrast to the selection process for mentor teachers, new beginning teachers were required to participate in the mentoring program. Principals and mentors noted that this was especially helpful for beginning teachers coming from ACPs because they were required to have a mentor during their first year of teaching to comply with the alternative certification requirements. As

previously mentioned, in addition to this requirement one mentor stated, “For many alternative certification teachers, this is their second career and they often need more support to learn how to teach.”

2.3 Matching Between Mentors and Beginning Teachers

Several criteria were considered by the principals to match mentors with beginning teachers, the most important of which was ensuring that both teachers taught the same subject. Principals reported that this was important so the teachers could share instructional strategies and lesson plans more easily than if beginning teachers were matched with a mentor who taught a different grade or subject. Secondly, principals tried to match mentors and beginning teachers who taught the same grade, especially in the elementary school where all grade-level teachers are on a team together. Other factors that principals reported as contributing to the matching process were proximity of classrooms, common planning periods, and disposition. One principal stated that it was difficult to match mentors to beginning teachers on disposition because the principal did not know the beginning teachers well. The principal was flexible to allow for the “best fit” for the beginning teacher once they started the school year. This included assessing and trying to match them based on their personalities.

“Experience [in a mentor] is critical.”

-District Administrator

Mentors and beginning teachers also indicated that it was important to be matched with a teacher who taught the same subject or grade. They also stated that having the same planning period allowed them to meet more often, as did

the close proximity of classrooms. Those mentors and beginning teachers who were matched based on these characteristics reported that they had more frequent interaction because mentors were more accessible when beginning teachers had questions.

2.4 Mentor/Beginning Teacher Activities

Mentors and beginning teachers engaged in different activities throughout the school year, as required by the grant (see Section 1.2 for specific requirements). The most common activities included meetings and classroom observations. All mentors and beginning teachers indicated that they met with each other. The frequency of these meetings varied from daily to weekly throughout the year. The trend was to meet more often in the beginning of the school year (or when the relationship started) when the beginning teachers needed more support, and then less often as time went on and less support was necessary. The structure of these meetings varied across the pairs. Some of the mentor/beginning teacher dyads reported that they met after school or before school, while other pairs met only when the beginning teacher had an issue. Other times throughout the day that they reported meeting included planning periods, during lunch, or over coffee. The variation depended largely on each teacher’s schedule and the needs of the beginning teacher. For example, one mentor’s schedule was very busy

“When you are watching your mentee, you find their strengths and you make sure they are aware of their strengths. Even if their strengths are not your style or approach, help them capitalize on their strengths. I often end up learning from their strengths and incorporating them into my own teaching.”

-Mentor Teacher

because he/she was also the grade-level team leader and had many other school commitments. The pair met during the weekly team meetings with the department. The beginning teacher's questions and concerns were addressed then.

The mentor/beginning teacher meetings served many purposes. During the meetings, beginning teachers asked questions of their mentors about:

- Campus processes such as testing procedures, field trip procedures, grade book requirements, and general paperwork requirements,
- Classroom management and instructional strategies,
- Texas Assessment of Knowledge and Skills (TAKS) preparation strategies,
- Teaching philosophies,
- Developing lesson plans,
- Modifying tests, and
- Writing progress reports.

Another important function of the mentor/beginning teacher meetings was to reflect on mentor feedback obtained from classroom observations. The TxBESS program required mentors to observe the beginning teachers four times throughout the year and evaluate them using a TxBESS scoring guide (four cluster areas: knowledge, adjusting to the environment, instruction, and professional development). After each observation, beginning teachers were required to complete about four pages of self-reflection based on their discussion with their mentor. While many mentors and beginning teachers said they often did not have enough time to complete the large quantity of paperwork, they did engage in discussions about the observations. Some beginning teachers reported that they appreciated having these more "informal" observations because it prepared them for the formal Professional Development and Appraisal System (PDAS) observations conducted by the campus administration.

In addition to mentor observations, some beginning teachers had the opportunity to observe their mentor and other experienced teachers within the campus. One beginning teacher reported, "I observed my mentor teaching and learned and used strategies that I saw." Other beginning teachers reported observing specific lessons that they could use in their teaching, as well as classroom management strategies and working with special populations of students (e.g., special education students).

"The classroom management techniques I learned helped with the classroom environment. The 'vibe' of the classroom changed for the better."

-Beginning Teacher

Impact of Activities

Both mentors and beginning teachers discussed the many positive effects of the mentoring program. Mentors gained new lesson planning strategies through their relationship with the beginning teachers, while also learning how to communicate and share ideas and experiences.

Evaluators noted that the impact of the mentoring and induction program on the beginning teachers also appeared to be significant. Beginning teachers mentioned that mentors provided

them with information and advice that helped them become better teachers. Many mentors commented that they noticed an improvement in their beginning teachers' classrooms, and improved classroom management was one of the most notable impacts of the mentoring relationship. Mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

- The beginning teacher felt more comfortable asking the mentor questions for advice and regarding campus policies.
- The mentor showed the beginning teacher how to use behavioral contracts with students' parents; classroom behavior improved as a result.
- The mentor made the beginning teacher feel less isolated and less stressed.
- The mentor suggested or modeled lessons and activities that were successfully implemented by the beginning teachers in the classroom; the students easily grasped the content.
- The beginning teacher went to the mentor when he/she had to deal with student behavior issues and obtained ideas about how to handle the situation. As a result, the students' behavior improved.
- The beginning teacher felt more confident and organized; the students noticed and responded positively.

“My mentor helped me so much during the first semester. I didn’t throw myself under a bus!”

-Beginning Teacher

Overall, the beginning teachers appreciated the support that mentors provided. In the beginning teacher focus groups, the beginning teachers overwhelmingly credited part of their first year success to their relationship with their mentor.

2.5 Support

A multifaceted support system was put in place by District A to facilitate the implementation of the TxBESS program. The support system included training for district and campus administrators, training for mentor teachers, the provision of substitute teachers for mentor/beginning teacher observations and professional development, mentor teacher stipends, and other campus-level policies and practices.

The three-day administrator training was conducted by the Regional ESC. The training was available to all district and campus administrators and covered how to select TxBESS participants and expectations for implementing the program. One campus administrator stated that the training reminded the administrators of the enormous amount of stress beginning teachers are under.

While the administrator training emphasized the difficulty of being a beginning teacher, District A understood the additional stress the mentor teachers would be under in their role and provided them with a \$2,500 stipend. Prior to receiving the BTIM grant, District A could only afford a \$250 stipend for mentors; now they can afford to pay ten times that amount with BTIM grant funding. The mentors were grateful to receive the stipend.

In addition to a stipend, District A provided money to pay for substitute teachers to facilitate the observation requirement of the TxBESS program. This policy allowed both mentors and beginning teachers to have substitutes cover their classes in order to conduct observations or to meet with each other. There was some confusion among mentors and beginning teachers in terms of when and how they could take advantage of this support. Even if they were aware of the policy, at least half of the mentors and beginning teachers indicated that the district did not communicate well with the program participants about all the requirements or support features. Furthermore, District A had a substitute shortage. Oftentimes, the teachers wanted to use a substitute teacher but could not because there were none available. In other cases, teachers did not want to leave their classes in the hands of a substitute and would try to find other ways to free up time for them to observe or meet. A mentor reported in the focus group, “We need more time to conduct observations. No one from the district indicated that we needed to ask for this. There was little to no communication about the program components.”

Other policies and practices were in place at the campus-level to support mentors and beginning teachers. At the high school, the administration planned a mentor/beginning teacher meeting for the participants to orient themselves with the building and allow time for people to get to know each other. At the middle school, they had a campus coordinator that program participants could contact with questions. The elementary school participants indicated that they frequently had grade-level team meetings where they could plan lessons and address any issues or concerns. These campus-level support policies and practices were beneficial to the program participants.

“Day 1 was too much information about TxBESS; we didn’t really get into the program and what we were doing. The other two days involved going through the clusters and being able to identify what the clusters were ... They serve as a way to identify strengths and weaknesses and identify areas where the new teacher needs assistance.”

-Mentor Teacher

Another support for the mentor teachers was the TxBESS mentor training provided by the Regional ESC. The mentor training was an intensive three-day training that covered an introduction to TxBESS, learning the TxBESS performance standards, building the mentor/beginning teacher partnership, and working with the performance standards and assessment tools. Due to the late start of the grant, the mentor trainings took place during three consecutive Saturdays in October, rather than the summer. A handful of mentors (about 10%) reported that the trainings were overwhelming and confusing and that there was a lot of information packed into the three sessions. These mentors would have liked to have additional sessions to become more familiar with the program. Mentors in one focus group at one campus thought that the first session’s introduction to TxBESS was not necessary and would have liked to spend more time focusing on what the mentor’s actual job would be and, specifically, what they would need to do.

Another group of mentors in one of the focus groups reported that they appreciated learning how to complete the TxBESS paperwork (i.e., create a profile of the beginning teacher’s students) and use the observation tool which provided a common language to provide feedback to their beginning teachers. While the TxBESS paperwork was sometimes cited as being onerous, the paperwork and tools became a vehicle for mentors to provide support to their

beginning teachers. Currently, nine mentors want to become TxBESS certified trainers. The district could then utilize them to conduct in-house trainings to continue the mentoring program beyond the life of the BTIM grant.

2.6 Program Outcomes

The mentoring program outcomes were largely positive. They include strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, high retention of beginning teachers, and support for increased student achievement. In most cases, relationships between mentors and their beginning teachers grew. Very few participants indicated that they did not get along with their mentors or vice versa; but, in the instances where the match was not successful, the beginning teachers were able to get new mentors by approaching their principal.

Relationships

Several factors contributed to the successful relationships experienced by the large majority of mentor/beginning teacher pairs, the most notable of which was communication. Mentors and beginning teachers reported that, in order to have good communication between the pairs, certain characteristics were necessary.

Both parties needed to feel they had an open relationship where they were not judged and they could express how they felt. This is especially true for the beginning teacher. Many participants indicated that the mentor needed to be a good listener and that the beginning teacher needed to be able to take constructive criticism without being offended or hurt. However, the mentors stressed that criticism of the beginning teachers should be presented in a positive light. Evaluators noted from talking with mentors and beginning teachers that another key to open communication seemed to be trust, that once trust was established, the pairs shared ideas freely and provided honest feedback.

“Without my mentor I would have sunk in my first year of teaching. Examples of areas with which she helped me are communicating effectively with parents, overcoming nervousness, and modeling behavior.”

-Beginning Teacher

Mentors and beginning teachers reported that, while communication was critical to building a strong relationship, other key factors played a role. Availability of the mentor was a crucial aspect of success. Many pairs credited having a common planning period to facilitating their relationship by providing time to meet and plan together. In addition, the following characteristics of a mentor teacher were cited as facilitators to an effective relationship:

- Patience,
- Attitude,
- Experience,
- Organization,
- Reliability,
- Dependability, and
- Consistency.

Program participants reported that failed mentor/beginning teacher relationships were caused by a clash in personalities. If either of the pair were not open to give or receive help and were closed-minded, it led to an uncomfortable relationship. In these rare cases, the beginning teachers were reassigned to new mentors. However, mentors and beginning teachers reported that their biggest barrier for developing a successful mentor/beginning teacher relationship was lack of time together. Many pairs did not have the same planning period, which severely limited the amount of time they had available to meet. Another contributing factor to limited time was the district’s substitute shortage. Many teachers were unable to get out of class to conduct observations or hold meetings. Other factors that were barriers to an effective relationship were:

- Lack of mentor experience,
- Difference in teaching philosophies,
- Difference in grade level or subject area, and
- Too much paperwork.

While challenges existed to building effective relationships, most of the mentor/beginning teacher relationships grew into professional, friendly partnerships. Participants often indicated they had good relationships and some even matured into friendships outside of work. As the relationships developed throughout the year, the beginning teachers reported that they began to feel more comfortable and that their level of performance and job satisfaction increased as well.

Job Performance and Satisfaction

As the beginning teachers went through the school year and incorporated feedback provided by their mentors (especially in regard to classroom management) they reported that they felt they were better teachers because they were more confident and comfortable in front of the classroom. As one mentor explained, “Classroom management is the most important skill for a new teacher. If a teacher can’t get that, then they won’t stay—especially in the first year.” Other beginning teachers also credited the mentor for improving his/her organization skills, which the students were able to notice and respond to positively.

Beginning teachers reported that they became “confident,” “comfortable,” and “better”; so it seemed from the evaluator’s perspective that as beginning teachers’ self-efficacy increased, so did their job satisfaction. In the focus groups, the majority of beginning teachers indicated that they were satisfied with their job. As the year progressed, many felt that the job was not as overwhelming as it had been at the beginning of the school year. They felt more supported because they knew that they could go to their mentor with questions and relied on that support. One beginning teacher stated that things were clearer and more comfortable in the classroom, with an improved relationship with the students. Beginning teachers who said they were still struggling felt that they knew it would get

“As the year progressed, I did not feel so overwhelmed by everything.”
-Beginning Teacher

“I’ve picked up some fresh ideas from my mentee, so it goes both ways. It has affected my job satisfaction because I like helping people; I like to see others succeed.”
-Mentor Teacher

better because it was already better than earlier in the year. One district administrator echoed this sentiment, noting that beginning teachers were more empowered and more confident.

Some mentor teachers also reported increased job satisfaction because of participating in the mentoring program. Many stated that they focus more on how they teach in order to share it with their beginning teachers. Additionally, in previous years, the mentors would get frustrated with new teachers because they did not know what to do; now, because of the mentoring program, the beginning teachers are learning the ropes quickly. They also have been motivated by the positive outlook and fresh ideas brought in by the beginning teachers.

Retention

In the interviews, beginning teachers overwhelming stated that they would return to their campus or stay within the district next year.

“We only lost five teachers out of 100 this year, so it is evident that a mentoring program does work.”

-School Principal

Many beginning teachers stated that participating in the mentoring program influenced their decision to stay at the campus or within the district. Other beginning teachers appreciated having a mentor, but were already committed to teaching and their job and would have

stayed regardless of the program. A smaller number of beginning teachers decided that they did not want to stay in District A or the teaching profession.

Student Achievement

Mentors and beginning teachers believed that, in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers’ classrooms. Beginning teachers indicated that they were more confident, organized, and comfortable. One beginning teacher stated, “It has helped

because I am more confident and organized. Students can pick up on this and I have learned new teaching strategies that have been successfully implemented.” The mentoring relationship provided beginning teachers with new teaching strategies and lesson plans that engaged students. In addition, as classroom management techniques improved, beginning teachers said they saw improvements in student behavior; and once the learning environment improved, the condition for students to learn improved as well.

“...the mentor gave me strategies to improve low-level readers. I tried the strategies and the low-level readers’ scores are improving.”

-Beginning Teacher

2.7 Cost and Sustainability of District A’s BTIM Program

A review of District A’s grant application indicates how District A planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District A budgeted 98% of its \$554,000 in grant funds for payroll, which included \$480,000 for mentor stipends and \$65,622 for substitute pay. District A was asked about which factors their district considered in determining the amount

of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District A reported that they considered: a) the district's ability to continue to pay the stipend amount beyond the grant project period, and b) the amount that other campuses/districts pay. In addition, District A budgeted district matching funds for substitute pay and grant coordinator and administrator salaries.

District A also budgeted a very small portion of grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training (by the Regional ESC). Funds were also budgeted for supplies and materials to pay for mentor training materials. Table I-4 shows District A's budgeted amounts of grant funds and district matching funds by major categories.

Table I-4: District A Budgeted Amounts by Major Categories		
Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$545,622 (98%)	\$165,614 (87%)
Professional and Contracted Services	\$2,400 (<1%)	\$2,500 (1%)
Supplies and Materials	\$2,774 (<1%)	\$594 (<1%)
Other Operating Costs	\$3,204 (<1%)	\$21,600 (11%)
Total Costs	\$554,000	\$190,308

Source: District A Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate the actual number of mentors who served as BTIM mentors and were paid a stipend for 2007-08 for each campus as of July 31, 2008; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District A's BTIM program included 85 mentors and 159 teachers across nine campuses during the first year of Cycle 1. All mentors were paid \$2,500 and spent, on average, 2.7 hours per week with beginning teachers across all campuses. District A data are included in Table I-5 for each participating campus.

Table I-5: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District A

Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
Elementary 1*	7	11	\$2,500	3.0
Elementary 2	5	9	\$2,500	3.0
Elementary 3	6	9	\$2,500	3.0
Elementary 4	7	14	\$2,500	3.0
Elementary 5	12	27	\$2,500	2.0
Elementary 6	9	13	\$2,500	1.5
Middle School 1*	17	20	\$2,500	1.5
Middle School 2	6	17	\$2,500	1.5
High School 1*	16	39	\$2,500	6.0
Total	85	159	\$2,500 (Avg.)	2.7 (Avg.)

Source: District A 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*Participated in the site visit

During the site visit, district administrators and principals were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. Administrators indicated that it would be very difficult to find alternate funding sources to sustain the TxBESS mentoring program. The major cost to running the mentoring program is the professional development for teachers. District A currently pays for professional development, but it is not as intense as what is provided through the BTIM funding.

2.8 Looking to the Future

District A's mentoring program was considered successful by most of the participants who participated in the case study interviews and focus groups; however, there were areas they thought could be improved. When beginning teachers were asked what criteria should be part of an effective mentoring program, having more time with their mentors was a top priority on their list. They also believed it was important to match teachers who teach the same subject area, to have mentors volunteer to participate in the program rather than assigning them to the program, to have mentors who are dependable and available, and to have less paperwork.

Throughout the dyad interviews, mentors and beginning teachers both indicated that the TxBESS model required too much paperwork. It never felt like there was enough time to get through it all. Participants also wanted the program to start earlier in the year or in the summer. The beginning teachers would have appreciated a summer orientation or training about what to expect from their mentors. Additionally, the pairs would like to have the principal check in on them more often to make sure everything was going well. Lastly, mentor teachers indicated that they should only have one beginning teacher assigned to each mentor. Some mentors had two or three beginning teachers assigned to them and found that they could not give each of them as much attention as they needed.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District B (Suburban)

District B: Case Study Report

1. District B Description

1.1 District B Profile

District B is located within an “inner ring” suburban community that is adjacent to a major city and serves a student enrollment of just over 50,000 students. District B consists of 35 elementary schools, 15 middle schools, 7 high schools, and 4 alternative education facilities. See Table I-6 for more demographic information.

District B has experienced similar trends in teacher retention and attrition seen elsewhere in Texas and in other districts throughout the U.S. In particular, District B’s secondary campuses continue to experience teacher attrition rates at higher levels than desired. In 1986, District B launched its own alternative certification program (ACP) to train teachers, and many of these alternatively certified teachers work in District B’s secondary schools.

District B applied for a Beginning Teacher Induction and Mentoring (BTIM) grant because of the need to support beginning teachers from multiple, varied teacher preparation programs, including several traditional university programs and 34 ACPs. Each of the ACPs has different organizational structures and different ways of documenting support and collecting data on the performance of new teachers in the classroom. Most of the ACP programs employ supervisors who observe teachers and provide feedback using the Professional Development and Appraisal System (PDAS). District B feels that most of the ACPs treat mentors as ‘buddy’ teachers who provide emotional support to new teachers, and communication between the ACPs and the district has been ineffective in sharing information about new teachers’ expectations and performance based on the observations.

1.2 District B Mentoring Program

District B has had a mentoring program in place for the past 17 years (in conjunction with its ACP) to support beginning teachers; however, the performance standards for mentors were not clearly articulated, and mentors only were required to attend a one-hour training once every ten years. The mission of the BTIM-funded mentoring program in District B is to implement a quality support program founded upon rigorous, quality mentor training and a comprehensive, instructionally based formative new teacher assessment system to provide intense support for beginning first and second year teachers. Because of the large size of the district and the

Table I-6: District B Profile	
Student Enrollment (October 2007)	
All Students	50,757
Student Race/Ethnicity (%)	
Hispanic	77
White	13
African-American	7
Asian	3
Native American	0.2
Student Gender (%)	
Male	51
Female	49
Student Population (%)	
Special Education	8
Gifted	5
Economically Disadvantaged	69
At-Risk	54
Limited English Proficient	28
Public Schools (N)	
Multi-Grade	0
Elementary Schools	35
Middle Schools	15
High Schools	7
Title I Schools	48
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

diversity of the teacher preparation programs, a key aspect of District B's mentoring program is the "Master Mentor" program that was implemented to provide additional support to mentors of all teacher preparation programs from which the district hires its teachers. Twenty-four initial master mentors applied to, and were selected by, a committee based on pre-determined selection criteria. They received foundational mentor training and passed the foundational mentor training on to campus mentors in small group settings (12-15 campus mentors and one master mentor).⁷³

District B is implementing a multi-phased, multi-level mentoring program aligned with several well-known mentor training curricula using a mix of internal and external training and other service providers:

- Phase 1: Train all new mentor teachers who have never had any type of mentor training.
 - ◆ Level 1: Foundational Mentor Training – instructional specialists and master mentors provide this six-hour training on basic issues mentors encounter in mentoring. Additionally, the training focuses on the typical stages of development of a new teacher, characteristics of adult learning, the Stages of Concern model to identify where the teacher is in his or her development, interventions to assist and support the beginning teacher, and styles of mentoring (directive vs. non-directive).
- Phase 2: Train, on an annual basis, all returning or experienced mentor teachers who have received Level 1 training.
 - ◆ Level 2: Mentor Training – Using locally designed mentor training, the district's coordinator of mentoring and master mentors deliver a series of new training to all mentors. Past training modules have been aligned with the Texas Beginning Educator Support System (TxBESS) program materials and philosophy and have focused on providing examples of practical applications to embed coaching strategies, data collection, and conferencing into mentoring; delivery of feedback to beginning teachers; and other topics. In addition, master mentors and campus mentors facilitate networking meetings, trainings, books studies, debriefs, and reflections on their assigned campuses.
- Phase 3: Develop a comprehensive new teacher induction and mentoring program to address current obstacles to strong new teacher mentor support based on lessons learned in implementing the current mentor program.
 - ◆ Create an in-house new teacher induction and mentoring program to support all teacher preparation programs from which District B hires new teachers, including its own ACP.
 - ◆ Phase in levels of training to all new teachers through the campus mentors who are assigned and matched with new teachers by building principals based on district criteria.
 - ◆ Have master mentors train campus mentors.
 - ◆ Select and train additional master mentors in order to place one master mentor at each large high school campus and each campus with high teacher attrition rates.
 - ◆ Assign a campus to each master mentor.
 - ◆ Phase in five modules from the New Teacher Center (NTC) curriculum and an adapted version of the NTC formative assessment system into the master mentor structure.

⁷³ It should be noted that this was a planned activity reported in District B's grant application.

District B is working toward six primary goals for its mentoring program over the next two to five years, including focusing on teacher professional development, mentor selection, release time, guidance and emotional/instructional support, formative teacher assessment system, and multi-year mentoring. District B established the following objectives to achieve their goals in their grant application:⁷⁴

- Reduce teacher attrition rates for new teachers in the district.
- Design and deliver mentor training aligned to the Texas program standards to all ACPs from which the district hires new teachers in order to support the emotional and professional well-being of new teachers.
- Develop a formative assessment system to track new teacher development and growth for first and second year new teachers.
- Develop a system of delivering training and information to mentors (master mentor component).
- Train administrators to support new teachers and the beginning teacher induction and mentoring program.

District B plans to achieve these program objectives through a series of activities that rely heavily on the master mentor training initiative.⁷⁵

1.3 District B Site Visit

For the case study of District B, the evaluation team visited the district office and four intermediate school (or middle school) campuses implementing the grant-funded mentoring program. District B interviews and focus groups took place from May 5, 2008, through May 8, 2008. Campuses were selected based on availability and approval from the principal, as well as a research interest in gathering rich data on mentoring programs in middle schools (see Introduction to the Case Study Report for more information on selection). Interviews and focus groups were conducted with district administrators, principals, mentor teachers, and beginning teachers (see Table I-7). The focus groups included all mentors and beginning teachers within each campus, respectively; many of which had been previously interviewed. This was particularly the case at campuses where there were fewer participating mentors and beginning teachers.

Table I-7: Number of Interviews and Focus Groups Conducted in District B					
Interviews/Focus Groups	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	2	0	3	0	5
Dyad Interviews	0	0	25	0	25
Mentor Focus Groups	0	0	4	0	4
Beginning Teacher Focus Groups	0	0	4	0	4

Findings from the site visit data collection activities are included in Section 2.

⁷⁴ As reported in District B’s grant application.

⁷⁵ As reported in District B’s grant application.

2. Findings

This section describes the findings and themes from the in-depth case study of District B, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

About two-thirds of the campus and district administrators had over 20 years of experience working in the education field as teachers and administrators. Mentor teachers' years of experience ranged from two years to 23 years, and each mentor reported being certified in their respective grade level/subject area. The majority of beginning teachers (96%) were in their first year of teaching in District B, while the rest were in their second year. A few beginning teachers said that they had some experience teaching in other districts or working as a teacher's aide in District B. Many of the beginning teachers were in an ACP.

2.2 Selection of Mentors and Beginning Teachers

Mentors volunteered or were selected by the principal, sometimes with the help of other campus administrators, at each campus. The principals chose mentors based on their own judgment and looked for the following characteristics in mentor teachers:

- Willingness to participate,
- Depth of knowledge,
- A “coaching” type personality,
- Leadership skills, and
- Experience.

The majority of mentors indicated that the principal personally contacted the mentor teachers to introduce them to the mentoring program and ask for their participation as a mentor, while other mentors were assigned to a beginning teacher. Beginning teachers who were new to each of the BTIM campuses were required to participate in the mentoring program.

2.3 Matching Between Mentors and Beginning Teachers

Principals reviewed several criteria to match mentors with beginning teachers; the most important of which was ensuring that both teachers taught the same subject. This was valuable because it allowed the pair to share ideas and lesson plans easily. Principals also tried to match mentors and beginning teachers who taught the same grade. Proximity of classrooms also played a role in the matching process.

“We have so many teachers coming from different alternative certification programs that it was important to have good mentor matches. The assistant principal, our peer facilitator, and I sat down and matched the pairs by content-area and grade level.”

-School Principal

A common theme that emerged from conversations with mentors and beginning teachers was that it was important to be paired with a teacher who was within close proximity, taught the same subject or grade, and had the same planning period because it allowed them to meet more frequently.

2.4 Mentor/Beginning Teacher Activities

Mentors and beginning teacher pairs reported in their dyad interviews that they met formally and informally on a regular basis, ranging from daily to weekly. The structure of these meetings varied, and they said that they met during their planning period, during department meetings, during lunch, before or after school, or when the beginning teacher had an issue. The variation depended largely on each teacher's schedule and the location of his or her classrooms. For example, one pair met in person once a week but communicated often over the telephone or via e-mail because their classrooms were located on opposite sides of the campus, while another pair met informally everyday because their classrooms were across the hall from each other. Logs to document the interactions between the mentors and beginning teachers were kept and submitted to the principals.

Beginning teachers reported that, during the meetings, they talked to their mentors about:

- Classroom management and instructional strategies,
- Texas Assessment of Knowledge and Skills (TAKS) preparation strategies,
- Curriculum requirements,
- Classroom arrangement,
- Developing lesson plans, and
- Progress reports.

The mentor/beginning teachers meetings served another valuable function. It allowed the beginning teachers to reflect on mentor feedback garnered during the classroom observations. District B's mentoring program required mentors to observe the beginning teachers seven times throughout the year; in addition, many of the beginning teachers had the opportunity to observe their mentors' classrooms. After each observation, the pairs engaged in discussions about the observations.

“From the observations the mentors have done, the mentees have become much more comfortable in the classroom, have become better managers of behavior, and understand their role as educators.”

-District Administrator

Many beginning teachers had the opportunity to observe their mentor and other veteran teachers at their campus. As a result, the beginning teachers learned new strategies that they could incorporate into their teaching. In one beginning teacher focus group, the participants reported that they understood the subject matter, but had difficulty teaching 30 students at once. Observations gave them the opportunity to pick up teaching methods from their mentors. A mentor noted that it was helpful for the beginning teacher to observe the mentor's classroom because the beginning teacher was able to incorporate group work strategies into her classroom. Some beginning teachers reported that they appreciated having these “informal”

observations because it prepared them for the “formal” PDAS observations conducted by the school administration as part of their performance appraisals.

Impact of Activities

Data from the interviews and focus groups with mentors and beginning teachers indicate that the mentoring activities had positive impacts on both groups of teachers. Mentors reported learning new ideas from their beginning teachers and indicated that they felt good when they saw their beginning teachers succeed.

Beginning teachers indicated that the mentors provided them with the support they needed, and many of the mentors saw an improvement in their beginning teachers’ classrooms, especially concerning classroom management. Mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

“...having a mentor, it helped me understand where the students need to be according to the TAKS. Without knowing that, I many not have taught them the correct strategies or context.”

-Beginning Teacher

- The beginning teacher said the mentor helped with instructional strategies, student engagement, and communicating with parents.
- The mentor modeled lessons and activities that were successfully implemented by the beginning teacher in the classroom.
- The beginning teacher asked the mentor how to address issues with student behavior and the mentor provided ideas about strategies they could use to help control students in the classroom.
- The mentor showed the beginning teacher how to use an assignment log so students and parents were aware of grades and assignments; these were used successfully in parent/teacher conferences.
- The beginning teacher’s students were becoming bored during class so the mentor suggested that the beginning teacher go to on the Internet to find different ways to teach the subject matter; the new ideas from the Internet were implemented successfully in the classroom and the students were more engaged.
- The beginning teacher observed the mentor teaching and obtained ideas about what is expected of teachers and different instructional strategies.

Overall, these examples indicate that beginning teachers were more successful because of the support they received from their mentors.

2.5 Support

District B used a “train the trainers” model to implement the mentor training program, where the district mentoring coordinator trained the master mentors; the master mentors trained the campus mentors; and the campus mentors provide support to the beginning teachers. Campus mentors were required to attend a total of six hours of training. The master mentor model was a focus of District B’s mentoring program and provided the foundation for implementing several training programs that were developed internally or conducted externally. Peer facilitators at

each campus schedule meetings and help coordinate classroom observations and other activities. All mentors attended the same training so that the data that the district wanted mentors to collect would be consistent. Mentors at one campus reported that they liked the trainings, especially on how to be a coach because it taught them how to observe as a data collector and not a critic, and they learned to be objective, not subjective, in making their observations. Some mentors reported that they liked the different phases of the trainings, while others wished the sessions were broken up into even smaller sessions. Many liked the trainings and wished there were more sessions to attend. A few mentors wished the beginning teachers with whom they were matched could have attended the trainings with them.

“The administration was very supportive, and the district taught everything on mentoring and provided excellent trainings. They taught me how to conduct effective observations and how to be a coach.”

-Mentor Teacher

The support system provided in conjunction with the training included training for district and campus administrators, a new teacher academy (i.e., teacher orientation), ongoing networking meetings between campus mentors and beginning teachers, the provision of substitute teachers for mentor/beginning teacher observations and professional development, mentor teacher stipends, and other campus-level and district-level policies and practices.

The principals had coaching sessions about how to encourage and support the mentors. These coaching sessions were spread out over the course of several administrator meetings in “bits and pieces” as described by one principal. Another principal reported that the information was very informative, stating, “We saw a graph showing the high and low points during the year of a teacher, which is interesting because the administration has opposite highs and lows.”

The district-wide new teacher academy, or teacher orientation, is another program where new teachers can learn about the campus, go over campus mission statements and policies/procedures, and then meet with their mentor. Beginning teachers described this as an opportunity to bond with one another as new teachers united. District B also built into its mentoring program ongoing monthly networking meetings between campus mentors and beginning teachers. These meetings included discussions of classroom organization, discipline strategies, and parental involvement strategies. One mentor teacher described these meetings positively, stating, “It’s fun to share.”

One mentor mentioned that the training involved a lot of time and that, at the beginning of the school year, the mentors had to meet with the beginning teachers so substitute teachers were hired to cover classes. The mentor felt that this was not the same as having the classroom teacher there during a particularly critical portion of the school year.

District B provided mentor teachers with a \$1,100 stipend. However, this did not seem to be a focus of any of the discussions in interviews with mentors, beginning teachers, district administrators, or principals.

Campus mentors were required to observe beginning teachers and keep a mentoring log. District B provided money to pay substitute teachers to allow mentors to observe beginning teachers. While most mentors and beginning teachers were aware of this support, some indicated that the district had a substitute shortage, so they did the observation during their planning time. For the most part, mentors and beginning teachers reported that district

administrators and principals did what they could to provide support to the mentors, particularly with substitute teachers.

Other policies and practices were in place at the campus-level to support mentors and beginning teachers. One beginning teacher mentioned that other teachers within her department were available to help mentor her in addition to her assigned mentor. Overall, the support for the mentoring program in District B, especially in terms of campus-level support policies and practices, helped mentors be better mentors, and helped beginning teachers connect to mentors and their peers.

2.6 Program Outcomes

Outcomes from the mentoring program were reported as being largely positive. They include: strong relationships between beginning teachers and mentors, increased job satisfaction for beginning teachers and mentors, improved retention of beginning teachers, and support for increased student achievement. In a large proportion of cases, relationships between mentors and their beginning teachers were successful and led to friendships.

Relationships

In order to have a successful mentoring relationship, mentors and beginning teachers reported that several factors were necessary, the most notable of which was communication. In order to have good communication between the pairs, they felt that it was important to have an open relationship in which the mentor was “non-judgmental” and beginning teachers could express how they feel. Many participants indicated that the mentor needed to be a good listener and that the beginning teacher needed to be “open-minded” and able to take constructive criticism without being offended or hurt. However, mentors noted that it was important to keep criticism of the beginning teachers in a positive light and that the mentor should maintain a positive attitude. Another key to open communication mentioned by mentors and beginning teachers was trust and respect. Evaluators noted that, based on feedback from beginning teachers, the relationships were “partnerships between mentors and beginning teachers” that often developed into friendships.

Availability of the mentor was another critical aspect of success. Mentors and beginning teachers said that having a common planning period facilitated their relationship by providing time to meet and plan together. In addition, the following characteristics of a mentor teacher were cited by mentors as facilitators to an effective relationship:

- Patient,

Beginning Teacher: “I love it [the mentoring program]. My mentor is excellent at building relationships. I can go to her for any help I may need and feel very comfortable. She does not judge me. She is excellent!”

Mentor: “[We have an] excellent relationship. At first, my mentee was a little shy about asking questions until she realized that I was not telling administration what we were discussing. We now have trust.”

-Dyad Interview

- Experienced,
- Available,
- Organized,
- Knowledgeable,
- Open-minded,
- Empathetic,
- Caring,
- Good sense of humor,
- Willingness to participate, and
- Flexible.

“The following things are important in developing an effective relationship: meet the mentee at the very beginning of school, have time to meet with the mentee, teach the same subjects, and have classes close by.”

-Mentor Teacher

Administrators indicated that, for the most part, the mentor/beginning teacher relationships were good matches, but that if there were problems, it was usually due to personality conflicts. One pair indicated that the biggest barrier was the time factor; another pair said they were too far apart from each other. Other factors that mentors and beginning teachers indicated as barriers to an effective relationship were:

- Negative criticism from the mentor,
- New TAKS exit-testing requirements and accompanying paperwork,
- Lack of mentor experience or unwillingness to share knowledge,
- Different teaching philosophies, and
- Different grade level or subject area.

Evaluators noted that, even though the participants reported challenges to building an effective relationship, it seemed that most of the mentor/beginning teacher relationships grew into professional partnerships that often extended to friendships outside of work. One mentor stated, “The relationship started out strictly professional and we would talk at meetings. It has progressed to where we are more like friends. There is a strong bond between us now.” Other mentor focus group participants also felt a natural bonding occur between them and their beginning teachers. It did not appear that there were any cases where the mentors had any negative effects on beginning teachers. Having a caring mentor seemed to improve beginning teacher job performance and satisfaction.

Job Performance and Satisfaction

Beginning teachers reported that having a mentor help them with the “everyday stresses of teaching,” particularly with classroom management. As one beginning teacher explained, “This program helps build confidence and helps with learning to be more comfortable around students.” Some of the beginning teachers indicated that they felt like they have grown as a teacher based on participation in the mentoring program. According to a district administrator, this was evidenced in the district office surveys distributed to mentors who indicated that there was improvement in the beginning teachers’ teaching abilities from the first day of school to the present.

The majority of beginning teacher focus group participants indicated that they were satisfied with their job. Many of the beginning teachers felt that their job was less overwhelming as the school year progressed. One beginning teacher indicated that her job satisfaction was very high and that having a mentor helped with the frustration of learning campus procedures and policies. One district administrator noted that beginning teachers were taking ownership of the campus and noted that the mentors were stepping up to take the “big sister” role.

In many cases, mentor teachers reported that their job satisfaction also increased because of participating in the mentoring program. One mentor liked that the mentor training made her remember what it was like to be a first year teacher. Many

“...I love being a mentor. It helps me stay positive.”

-Mentor Teacher

mentors reported that participating in the program “got them excited again” because they shared their ideas with new teachers. They also felt very proud when their beginning teachers succeeded or used their teaching strategies within their classrooms. Mentors also stated that it felt good to help their beginning teachers and build a relationship with them.

Retention

When asked whether they would teach in the same campus or district next year, all of the interviewed beginning teachers stated that they planned to return to their campus or stay within the district next year. Many beginning teachers indicated that their decision to stay at the campus or within the district was influenced by their participation in the mentoring program. One beginning teacher appreciated having a mentor, but was already committed to teaching and their job so they would have stayed regardless of the program.

Student Achievement

Mentors and beginning teachers indicated that, in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers’ classrooms. Beginning teachers reported that they felt more confident with their teaching and that having a mentor helped to reduce the stress of being a first year teacher. They also felt that their students also noticed this change and responded positively, that in the beginning of the year, students were more likely to take advantage of new teachers who were noticeably stressed or had low confidence. The

“...having a mentor allowed me to focus on student achievement rather than worry about making mistakes.”

-Beginning Teacher

students responded well to the new lesson plans and instructional strategies that the beginning teachers implemented as a result of the mentoring relationship. Mentors and beginning teachers also noticed that students’ practice TAKS test scores were improving. Lastly, beginning teachers often attributed improved student achievement to improved classroom management, indicating that, once they could control their classroom, they felt they were better able to teach their lessons and help students learn the content. Mentors in one of the focus groups echoed this by saying that they felt they helped beginning teachers with classroom management and that once the beginning teachers got that down, the learning came much easier.

2.7 Cost and Sustainability of District B's BTIM Program

A review of District B's grant application indicates how District B planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District B budgeted 80% of its \$692,500 in grant funds for payroll, which included \$551,310 for mentor stipends and \$18,720 for substitute pay. In addition, District B budgeted district matching funds for mentor stipends and substitute pay. District B was asked about which factors their district considered in determining the amount of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District B reported that they considered: a) the number of beginning teachers with whom a mentor could be paired, b) the anticipated number of contact hours with beginning teacher, c) the anticipated number of hours in mentor training, d) the previous amount paid to mentors in the past, and e) the district's ability to continue to pay the stipend amount beyond the grant project period (which was the overriding factor in making this decision).

District B also budgeted grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training (by internal master mentors and by external providers from the NTC). Funds were also budgeted for supplies and materials to pay for mentor training materials. Table I-8 shows District B's budgeted and expenditure amounts of grant funds and district matching funds by major categories.

Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$551,310 (80%)	\$124,910 (72%)
Professional and Contracted Services	\$128,000 (18%)	\$25,600 (15%)
Supplies and Materials	\$13,190 (2%)	\$23,100 (13%)
Other Operating Costs	\$0 (0%)	\$0 (0%)
Total Costs	\$692,500	\$173,610

Source: District B Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate the actual number of mentors who served as BTIM mentors and were paid a stipend for 2007-08 for each campus as of July 31, 2008; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District B's program included 158 mentors and 145 beginning teachers across 14 campuses during the first year of Cycle 1. Mentors were each paid \$1,100 and spent, on average, a

minimum of one hour per week with beginning teachers across all campuses. District B data are included in Table I-9 for each participating campus.

Table I-9: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District B				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
High School 1	21	21	\$1,100	Min. of 1
High School 2	20	16	\$1,100	Min. of 1
High School 3	20	19	\$1,100	Min. of 1
High School 4	12	12	\$1,100	Min. of 1
High School 5±	12	13	\$1,100	Min. of 1
Intermediate School 1*	7	7	\$1,100	Min. of 1
Intermediate School 2*	11	12	\$1,100	Min. of 1
Intermediate School 3	8	8	\$1,100	Min. of 1
Intermediate School 4	8	9	\$1,100	Min. of 1
Intermediate School 5	9	9	\$1,100	Min. of 1
Intermediate School 6	7	7	\$1,100	Min. of 1
Intermediate School 7	5	6	\$1,100	Min. of 1
Intermediate School 8*	6	6	\$1,100	Min. of 1
Alternative School 1	12	13	\$1,100	Min. of 1
Total	158	145	\$1,100 (Avg.)	Min. of 1 (Avg.)

Source: District B 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*Participated in the site visit (NOTE: Intermediate School 9 was also visited...not listed in August 2008 Progress Report.)

±High School 5 is under TEA reconstitution; therefore, several beginning teachers and mentors were terminated.

During the site visit, district administrators and principals were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. Administrators indicated that it would very difficult to find alternate funding sources to sustain the mentoring program. The major cost to running the mentoring program is the mentor stipends. Administrators stated that they would look for additional funding from other grants or fundraising activities. They also suggested that instead of paying the mentors a stipend, they could give them compensatory time.

2.8 Looking to the Future

Even though District B's mentoring program was considered successful by most of the participants, they noted areas that could be improved. When beginning teachers were asked what criteria should be part of an effective mentoring program, they believed that it was important to have:

- More time with their mentors,
- Meetings with all the mentors and beginning teachers at a campus to share ideas,
- Observations of teachers who teach different subjects,

-
- A “campus facilitator” at each campus rather than just the district level,
 - A handbook about the mentoring program with a timeline of activities and due dates,
 - A training about how to keep grade books and conduct conferences with parents,
 - All the classroom supplies provided and in the classroom for the first day of teaching, and
 - Classrooms in close proximity to their mentor.

When mentor teachers were asked what criteria should be part of an effective mentoring program, they indicated that more training was necessary. They even suggested having training sessions with both the mentors and the beginning teachers so everyone understood the program and the expectations. They also wanted the program to be more structured with timelines for activities and submitting paperwork. In addition, the mentors would like there to be a solid set of criteria for matching the mentors and beginning teachers.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District C (Urban)

District C: Case Study Report

1. District C Description

1.1 District C Profile

District C is located within an urban community and serves more than 63,000 students in 89 campuses (56 elementary schools, 17 middle schools, and 16 high schools) covering about 250 square miles. District C has 9,000 employees and has an annual operating budget of about \$450 million. The student population of District C is predominantly Hispanic, and over half of the students are economically disadvantaged and at-risk.

While some districts throughout the U.S. have reported teacher retention rates as low as 45 percent after four years of teaching, District C has experienced higher teacher retention rates around 75 percent. See Table I-10 for demographic information. District C applied for a Beginning Teacher Induction and Mentoring (BTIM) grant in order to do a better job of retaining good teachers by concentrating on retaining teachers with less than two years experience that have been assigned to the district’s priority (i.e., low-performing) campuses.

1.2 District C Mentoring Program

District C developed a mentoring program in 2001 by securing a Federal grant and then later funding the program with Title II and local funds. The “District C” program was based on the Texas Beginning Educator Support System (TxBESS) model that addresses three major goals: (a) increasing teacher retention, (b) assisting teachers in developing and refining sound teaching practices that support high quality instruction, and (c) improving students’ academic performance. First piloted at four campuses in 2003, the “District C” program was then implemented district-wide.

Through the “District C” program, new teachers in District C receive professional guidance and support from a mentor teacher assigned to them during their first year of employment at the district, and they participate in training sessions offered through the district’s professional development department. In order to better retain teachers with less than two years of experience that have been assigned to the district’s low-performing campuses, District C planned to use BTIM grant funds to continue implementing the following components of its induction and mentoring program:

Table I-10: District C Profile	
Student Enrollment (October 2007)	
All Students	62,123
Student Race/Ethnicity (%)	
Hispanic	81
White	12
African-American	5
Asian	1
Native American	0.3
Student Gender (%)	
Male	51
Female	49
Student Population (%)	
Special Education	9
Gifted	9
Economically Disadvantaged	68
At-Risk	61
Limited English Proficient	29
Public Schools (N)	
Multi-Grade	0
Elementary Schools	56
Middle Schools	17
High Schools	16
Title I Schools	75
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

- Trainings for new teachers and mentors,
- Stipends for mentors,
- Program materials and other resources,
- Evaluation through new teacher assessment and ongoing program evaluation, and
- Staffing to leverage additional assistance and resources.

The mission of the BTIM-funded mentoring program in District C is to support new teachers assigned to priority campuses to effectively manage classrooms with high diversity and low student performance. Proposed activities include:

- **Providing new teachers with an orientation** – Information was to be provided to teachers on district resources, policies, and services.
- **Training mentors** – Mentors were to receive ongoing staff development to prepare them to become highly qualified mentors on the following topics: a) listening to mentees, b) cognitive coaching and observation techniques, c) paraphrasing and observing stress levels, d) strategies for effective modeling, e) guiding beginning teachers to come up with ideas, f) building a relationship of trust, and g) collecting data and evaluation instruments.
- **Matching beginning teachers with mentors** – Each new teacher was to be paired with a mentor teacher who is teaching in the same content area and the same campus, as possible. The mentors were to assist new teachers in understanding the culture, expectations, procedures, and resources within their designated campus, as well as in providing tips on issues like classroom management, lesson planning, and communicating with parents. Mentor support was to be provided through one-on-one mentoring, study groups, and classroom observations.
- **Facilitating activities between mentors and beginning teachers** – Beginning teachers and their mentors were to meet with each other on a regular basis to improve the beginning teachers' experiences. A collegial rapport was to be established on the campuses to allow the beginning teachers an arena to voice their concerns and find answers to their questions. Mentor teachers were to help by sharing lesson plans and activities with the beginning teachers, and team teaching strategies were to be used to enrich both the new teacher and student experiences.
- **Facilitating ongoing training to campus administrators** – District C was to provide administrator training on best practices for retaining new teachers.
- **Facilitating staff development for new teachers** – New teachers in District C were expected to participate in the New Teacher Assistance Program (NTAP) and the New Teacher Summer Academy (NTSA) (based on the TxBESS model) to assist them with district expectations, procedures, and programs designed to help them become lifetime educators.
- **Providing district support** – District C supported new teachers and mentors through local policy, overseeing and assisting with campus-based activities, and securing resources (e.g., mentor manuals, new teacher manuals, books, training of trainers, TxBESS training and materials, mentor training, modules, and release time) for the program.

District C planned to have the staff development director lead the implementation of the mentoring program in coordination with the human resources recruiter. The staff program assistant was to coordinate the implementation and monitoring of the program, direct the management of the grant, obtain feedback for continuous improvement, and be accountable for managing the timeline of activities for the grant.⁷⁶

1.3 District C Site Visit

For the case study of District C, the evaluation team visited the district office and five high school campuses implementing the grant-funded mentoring program. District C interviews and focus groups took place from May 27, 2008, through May 30, 2008. Campuses were selected based on availability and approval from the principal, as well as a research interest in gathering rich data on mentoring programs in high schools (see Introduction to the Case Study Report for more information on selection). Interviews and focus groups were conducted with district administrators, principals, mentor teachers, and beginning teachers (see Table I-11). The focus groups at the high schools included all mentors and beginning teachers within each campus, many of which had been previously interviewed. This was particularly the case at campuses where there were fewer participating mentors and beginning teachers.

Interviews/Focus Groups	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	2	0	0	3	5
Dyad Interviews	0	0	0	22	22
Mentor Focus Groups	0	0	0	3	3
Beginning Teacher Focus Groups	0	0	0	3	3

Findings from the site visit data collection activities are included in Section 2.

2. Findings

This section describes the findings and themes from the in-depth case study of District C, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

The professional backgrounds of the research participants varied greatly. District administrators who were interviewed included the director of secondary personnel, who served as the BTIM grant manager, and the associate superintendent for human resources; both of them relatively new to their positions. High school campus administrators included a principal with seven years experience; a guidance instructor with one year of experience and who assigned the mentors, keeps the PDAS grade book, and organizes the mentoring orientation for the campus; a coordinator for school improvement with two years of experience in that position plus 12 years

⁷⁶ As reported in District C’s grant application.

of teaching experience at that campus; and a principal with five years experience, three of which were at that campus.

Mentor teachers' years of experience ranged from two years to 15 years. Even though the minimum program requirement to be a mentor was three years (the district has since raised it to five years) at least one exception was made. Every mentor was certified in his or her respective grade level/subject area. The majority of beginning teachers were in their first year of teaching, with a few in their second year of teaching. One beginning teacher had been teaching for seven years but was in her second year of teaching in District C. About ten of the beginning teachers were in an ACP, and in some cases, their mentors were also alternatively certified. For many of these teachers, teaching was a second career. The alternative certification teachers also did not have the opportunity to student teach prior to their first year and, in some cases, reported that they needed more guidance and support from their mentor teachers.

2.2 Selection of Mentors and Beginning Teachers

District C allowed each campus principal to make the decision on the selection of the mentors, and, in some cases, this was delegated to department heads. One principal accepted recommendations from academic coaches at the campus, while another obtained input from department heads. The principals were able to choose mentors based on their own judgment and looked for the following characteristics in mentor teachers:

- Exemplary teachers,
- Mastery of their content areas,
- Strong PDAS ratings,
- Good role models, and
- Memory of what it is like being a beginning teacher.

“My mentor is effective because he has a passion for teaching. He is committed to this task with his whole heart.”

-Beginning Teacher

In the majority of cases, the principal asked the mentor teachers to participate, and most mentors indicated that they volunteered to serve as a mentor, while a few indicated they were required to participate. New beginning teachers were required to participate in the mentoring program.

2.3 Matching Between Mentors and Beginning Teachers

Several criteria were considered by the principals to match mentors with beginning teachers, the most important of which was ensuring that both teachers taught in the same department, subject area, and/or grade level. This was seen as important so the teachers could share ideas and lesson plans easily. Other factors that contributed to the matching process were proximity of classrooms and common planning periods.

“Matching of pairs that taught close by was important; the mentor would be close for questions and help.”

-Campus Administrator

Mentors and beginning teachers stressed the importance of being paired with a teacher that taught the same subject or grade and had the same planning period because it allowed them to meet more often. They felt that close proximity of classrooms also facilitated greater interaction because mentor teachers were more accessible

when beginning teachers had questions. Having similar teaching philosophies was important to the mentors and beginning teachers, even if they had different styles of teaching.

2.4 Mentor/Beginning Teacher Activities

Mentors and beginning teachers engaged in many different activities throughout the school year as required by the grant (see Section 1.2 for specific requirements). Every mentor and beginning teacher indicated, and administrators confirmed, that the pairs participated in formal and informal meetings with meeting frequency ranging from daily to once every two weeks. They tended to meet more often early on when the beginning teachers needed more support and less often as time went on and less support was necessary. The structure of these meetings varied greatly across the pairs; some pairs met after or before school, some pairs met only when the beginning teacher had an issue, some pairs met during their planning periods. The proximity of their classrooms heavily influenced the amount of time they spent talking with one another and meeting informally to discuss certain strategies.

The mentor/beginning teacher meetings served many purposes. During the meetings, beginning teachers asked questions of their mentors about:

- Lesson planning,
- Content specific support (e.g., solving problems in math, setting up science labs),
- Classroom management strategies,
- TAKS preparation strategies,
- Teaching strategies,
- Grouping students,
- Road mapping (i.e., taking a lesson and building different concepts on the same lesson), and
- Developing questioning strategies.

“The program was very structured. The mentoring program we were trying to do before was not as structured and there were not any guidelines.”

-Mentor Teacher

Mentors attended meetings at the district office, and they had to complete logbooks documenting when they met with their beginning teachers. Another important function of the mentor/beginning teacher meetings was to reflect on mentor feedback gleaned during classroom observations. They engaged in discussions about the observations. In addition to mentor observations, some beginning teachers had the opportunity to observe their mentor and co-teach with their mentor. A barrier to conducting observations was that, in some instances, substitute teachers were not readily available to cover their classrooms.

In cases where beginning teachers who were part of ACPs, the activities required in that program often blended with the activities of the BTIM grant-funded program. In at least one case, the mentor actually thought that the BTIM program was part of the ACP.

Impact of Activities

Mentors and beginning both responded positively to the mentoring program. Beginning teachers taught their mentors new lesson planning strategies. The interaction with the beginning teachers taught the mentors effective communication techniques for sharing and teaching information.

The impact on the beginning teachers was significant. Mentors provided beginning teachers with valuable information and advice. Many mentors commented that they noticed an improvement in their beginning teachers' classrooms, especially concerning classroom management. Mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

“We connected on a very personal level because we were facing some of the same challenges.”

-Mentor Teacher

- The mentor suggested that the beginning teacher detain a misbehaving student before lunch release; this was done and it made an impact on the student because the behavior changed.
- The beginning teacher had a problem with several students talking in class and her mentor suggested a new seating arrangement; this led to better control in the classroom.
- The beginning teacher had a problem with a student that knew how to ‘push her buttons’ and it was very distracting for the other students. The mentor proposed using the referral process, which was the procedure for sending the student to the office, and this really helped.
- The beginning teacher had problems with class discipline and her mentor suggested using a calmer approach (i.e., not letting the students see her become upset) and helped establish discipline procedures.

In most cases, the support provided by the mentors was welcomed and well-received by the beginning teachers. In the beginning teacher focus groups, many of the beginning teachers attributed much of their first year success to their mentor.

2.5 Support

A support system was put in place by District C to facilitate the implementation of the program. The support system was designed to include training for mentor teachers, mentor teacher stipends, orientation and ongoing professional development for beginning teachers, and training for district and campus administrators. However, due to the program not officially starting until late in the first semester, it is unclear how much of this support was actually provided.

Mentors from one high school indicated that they would have been more satisfied with the mentor training had it started earlier in the school year. They were satisfied with the training in that the person presenting knew the material and provided them with ideas, but they thought that it did not account for different learning styles. They also felt that it would have been beneficial if the beginning teachers had been there.

Administrator support varied by campus. In instances where a designated administrator championed the program, the mentors and beginning teachers felt more supported. In at least

one campus, administrators were able to schedule common lesson planning time, attend some of the common lesson planning meetings, and schedule mandatory meetings for all mentors at that campus. On these campuses, administrators were supportive through monthly lunchtime meetings with beginning teachers and mentors. In addition, one pair of teachers mentioned that instructional goals were established for the campus and that professional development was scheduled throughout the year for everyone. They scheduled dates for meetings and provided the mentors with a checklist of topics to discuss with the beginning teachers.

Other mentors and beginning teachers felt that it was enough for the administrators to provide them with the leeway to do their jobs by managing their mentoring activities independently and having administrator support if they needed it.

Mentors at another campus stated that they did not receive adequate support; there was no time to observe and substitute teachers were not available to cover classes. One mentor described that TAKS was the major focus; that the BTIM mentoring program was a low priority; and that the attitude at the campus was “we have to do this” rather than wanting to see the beginning teachers grow.

“The administration was supportive, but the program wasn’t the #1 priority. The school had problems with ratings, so that was the main concern.”

-Mentor Teacher

2.6 Program Outcomes

The mentoring program outcomes were largely positive. They include strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, high retention of beginning teachers, improved instructional strategies, and support for increased student achievement. In most cases, relationships between mentors and their beginning teachers thrived through the interactions that were part of the mentoring program. Very few participants indicated that they did not get along with their mentors, or vice versa.

Relationships

Several factors contributed to the successful relationships experienced by the large majority of mentor/beginning teacher pairs, the most notable of which was communication. In order to have good communication between the pairs, certain characteristics were necessary. Both parties needed to feel they had an open relationship where they were not judged and they could express how they felt. This was especially true for the beginning teacher. Many participants indicated that the mentor needed to be a good listener and that the beginning teacher needed to be able to take constructive criticism without being offended or hurt. However, the mentors stressed that criticism of the beginning teachers should be presented in a positive light. Another

“My mentor had a good attitude and was always there to answer questions and gave lots of guidance.”

-Beginning Teacher

key to open communication was trust. Once trust was established, the pairs shared ideas freely and provided honest feedback.

While communication was critical to building a strong relationship, other key factors played a role. Availability of the mentor was

a crucial aspect of success. Many pairs credited having a common planning period to facilitating their relationship by providing time to meet and plan together. In addition, the following characteristics of a mentor teacher were cited as facilitators to an effective relationship:

- Friendly,
- Professional,
- Good communicator,
- Honest,
- Patient,
- Approachable,
- Supportive,
- Understanding, and
- Gives constructive feedback.

The success of the mentor/beginning teacher relationship is evidenced by the fact that only two beginning teachers were placed with another mentor teacher.

Program participants reported that failed mentor/beginning teacher relationships were caused by a clash in personalities. If either of the pair were not open to give or receive help, it led to an uncomfortable relationship. However, the biggest barrier for successful mentor/beginning teacher relationships was lack of time together. Many pairs did not have the same planning period, which severely limited the amount of time they had available to meet. Other factors that were barriers to an effective relationship were:

- Beginning teacher not being open to constructive criticism,
- Mentor teacher telling the beginning teacher what to do instead of providing guidance,
- Difference in teaching philosophies, and
- Difference in grade level or subject area.

While challenges existed to building effective relationships, most of the mentor/beginning teacher relationships grew into professional, friendly partnerships. Participants often indicated they had good relationships and some even matured into friendships outside of work. As the relationships developed throughout the year and the beginning teachers began to feel more comfortable, their job satisfaction and level of performance increased as well.

Job Performance and Satisfaction

As the beginning teachers went through the school year and incorporated feedback provided by their mentors (especially concerning classroom management) they reported that their self-efficacy increased and they felt they were better teachers because they were more confident and comfortable in front of the classroom. As one mentor

“It really didn’t impact the philosophy, but reinforced the reason we want to teach. We want to be here because we want to help students. We’re not in it for the money.”

-Mentor Teacher

explained, “My beginning teacher had discipline problems in the classroom. I suggested that discipline procedures be posted at the beginning of the year so students are clear on the expectations.” Other beginning teachers also credited the mentor for improving their classroom management skills and eliminating distractions in the classroom. These types of classroom management examples were the most prevalent given by mentors and beginning teachers to illustrate how the program had helped them perform their jobs. A few mentors reported gaining personal satisfaction from helping new teachers.

As beginning teachers’ self-efficacy increased, so too did their job satisfaction. In the focus groups, the majority of beginning teachers indicated that they were satisfied with their job. As the year progressed, many felt that the job was not as overwhelming as it had been at the beginning of the school year. District administrators noted that beginning teachers were satisfied with their jobs and that the district has, “provided a welcoming atmosphere for our teachers where they feel like they belong not only to the district, but on the campus as well.”

Some mentor teachers also reported increased job satisfaction because of participating in the mentoring program. A few mentors reported that their matched beginning teachers helped them with using educational technology in their lessons and even provided new ideas for lessons or labs. This was most prevalent with science teachers. One mentor looked back and remembered the activities that she had tried in the past, which made her refresh her teaching.

“My beginning teacher showed me how to use the Smart Board features and after that I started using it.”

-Mentor Teacher

Retention

Beginning teachers overwhelmingly stated they will return to their campus or stay within the district next year. Many beginning teachers stated that participating in the mentoring program

“Teacher turnover is not that high this year and last year. We are having to recruit less and less. It is lower than the state percentage. Right now there is a down turn because of the economy. We are keeping teacher compensation in mind.”

-District Administrator

and having a mentor influenced their decision to stay at the campus or within the district. Other beginning teachers appreciated having a mentor, but were already committed to teaching and their job so they would have stayed regardless of the program. There were a few beginning teachers who indicated that they had been “surplussed” by the district and would be transferred to another campus within the district.

Student Achievement

Mentors and beginning teachers believed that, in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers' classrooms, as well as in the mentor teachers' classrooms. Beginning teachers indicated that they were more organized and confident. Students could see that they were working together as a pair and reacted positively to their relationship.

Beginning teachers also learned and implemented new teaching strategies and lesson plans as a result of the mentoring relationship that students responded to well. In addition, as classroom management techniques improved, beginning teachers saw improvements in student behavior. Once the teaching environment improved, the condition for student learning improved as well.

A principal said that the program probably would have an impact because the mentoring helps the beginning teachers become more confident teachers. One district administrator felt that, with this program, the teachers are able to concentrate more on content and have less worries about campus systems, which makes them a better teacher and produces better student achievement.

“We had some of the same students and you could tell the consistency in learning and reinforcing the lessons really helped the students. Our TAKS scores increased with the shared students. This collaboration is huge in increasing grades in the students we shared.”

-Mentor Teacher

2.7 Cost and Sustainability of District C's BTIM Program

A review of District C's grant application indicates how District C planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District C budgeted 93% of its \$384,338 in grant funds for payroll, which included \$252,000 for mentor stipends (plus \$30,240 for associated mentor benefits) and \$75,000 for substitute pay. District C was asked about which factors their district considered in determining the amount of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District C reported that they considered the amount of funds available only.

In addition, District C allocated payroll district matching funds for mentor stipends and the New Teacher Assistance Program (NTAP). District C's budget included grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training, and funds were also budgeted for other operating costs for mentor travel. Table I-12 shows District C's budgeted amounts of grant funds and district matching funds by major categories.

Table I-12: District C Budgeted Amounts by Major Categories		
Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$357,240 (93%)	\$139,448 (100%)
Professional and Contracted Services	\$26,653 (7%)	\$0 (0%)
Supplies and Materials	\$0 (0%)	\$0 (0%)
Other Operating Costs	\$445 (<1%)	\$0 (0%)
Total Costs	\$384,338	\$139,448

Source: District C Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate, by campus, the actual number of BTIM mentors who were paid a stipend for the 2007-08 school year; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District C's program included 83 mentors and 86 beginning teachers across 18 campuses during the first year of Cycle 1. Mentors were each paid \$1,252 and spent, on average, three hours per week with beginning teachers across all campuses. District C data are included in Table I-13 for each participating campus.

Table I-13: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District C				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
Elementary School 1	1	1	\$1,252	3
Elementary School 2	1	1	\$1,252	3
Elementary School 3	5	5	\$1,252	3
Elementary School 4	2	2	\$1,252	3
Elementary School 5	4	4	\$1,252	3
Elementary School 6	1	1	\$1,252	3
Elementary School 7	2	2	\$1,252	3
Middle School 1	8	8	\$1,252	3
Middle School 2	5	5	\$1,252	3
Middle School 3	6	6	\$1,252	3
Middle School 4	3	4	\$1,252	3
Middle School 5	11	11	\$1,252	3

Table I-13: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District C				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
Middle School 6	4	6	\$1,252	3
High School 1*	2	2	\$1,252	3
High School 2*	8	8	\$1,252	3
High School 3*	12	12	\$1,252	3
High School 4*	5	5	\$1,252	3
High School 5*	3	3	\$1,252	3
TOTAL	83	86	\$1,252 (Avg.)	3 (Avg.)

Source: District C 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*participated in the site visit

During the site visit, district administrators and principals were asked about policies, practices, and alternative funding sources that they have or could put in place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. One district administrator stated, “We are always looking for other programs and we will look for funds to continue the mentoring program even though it may not be as rich in quality as this one. We will find a way to continue some type of mentoring program.” One of the principals indicated that, while the core subjects with testing get the bulk of attention from the district, extra money could potentially come from Federal Title funds to support the mentoring program, while other administrators cited campus improvement team funding as a possible source of support for the mentoring program.

2.8 Looking to the Future

The majority of the mentor teachers, beginning teachers, and district and campus administrators who were interviewed rated District C’s mentoring program as successful, and they provided insight into the key program components and areas that could be improved in the future. When beginning teachers were asked what criteria should be part of an effective mentoring program, they indicated that they would like to participate in workshops with the mentors and start out earlier with an informal meeting of the mentoring pair. The beginning teachers also described wanting more support from administration with the mentoring program and a designated coordinator for the mentoring program. They also stated that the mentor should always confer with the beginning teacher and that the mentor should be a positive person who wants to be a mentor and is willing to share honest feedback with the beginning teacher.

Mentor teachers added that the program needed to start during the beginning of staff development when all teachers arrive/return to campus. They would also like to see the program include joint learning villages where the pairs of mentors and beginning teachers meet together as a group to share ideas with everyone. They felt this would show the beginning teachers who the other mentors are so they could feel comfortable going to any one of them if their designated mentor is unavailable. Mentors also stressed the importance of common planning time, administration support, and close proximity to each other.

Throughout the dyad interviews, mentors and beginning teachers indicated that they were satisfied with the program, but felt they needed more support from the district and campus administrators. They also wanted the program to start earlier in the school year and have more classroom management trainings. Mentors wanted to have more flexibility with scheduling meetings.

One of the campus principals stated that there were many positives about the mentoring program. In particular, the availability of funds to pay mentor teachers a stipend was a huge asset of the program.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District D (Urban)

District D: Case Study Report

1. District D Description

1.1 District D Profile

District D is a large, urban school district with a population of over 80,000 students served in 80 elementary schools, 24 middle schools and Grade 6 centers, 13 high schools, and 27 special campuses. Beginning teachers entering District D face many unique challenges associated with a diverse student population that consists of a student population that is 68 percent economically disadvantaged, 62 percent at-risk, and 28 percent limited English proficient (LEP). See Table I-14 for additional demographic information.

District D applied for a Beginning Teacher Induction and Mentoring (BTIM) grant due in part to challenges associated with a diverse student population. District D has a great need to retain and cultivate new teachers, and has experienced significant challenges in making this happen. District D has high attrition rates of first year teachers and of teachers with five or fewer years of experience. While the district had a prior volunteer mentoring program, exit survey data indicated that teachers leaving the district did not feel supported or prepared to teach. District D has launched a national campaign to find and aggressively recruit the most highly qualified teachers from other major U.S. cities.

1.2 District D Mentoring Program

Over the past two years, District D has been transforming its volunteer mentoring program into an induction program with multiple components. In addition, building on shortfalls of the current program, District D's BTIM-funded program is working to refine policies and activities around induction, mentor selection, mentor training, mentor duties, mentor support, and mentor accountability.

- **Induction** – District D established four components of induction:
 - ♦ **New Teacher Conference** – During this four-day conference that beginning teachers were encouraged but not required to attend, the District provided training that is tailored to the needs expressed by entering teachers on survey forms. The training focused on several areas, such as classroom management, curriculum and instructional strategies, lesson planning, urban challenges, and strategies.
 - ♦ **Campus support for new teachers** – One day of the New Teacher Conference is held on the beginning teachers' campuses, where campus administrators and mentors

Table I-14: District D Profile	
Student Enrollment (October 2007)	
All Students	78,857
Student Race/Ethnicity (%)	
Hispanic	58
African-American	26
White	14
Asian	2
Native American	0.3
Student Gender (%)	
Male	51
Female	49
Student Population (%)	
Special Education	8
Gifted	10
Economically Disadvantaged	67
At-Risk	62
Limited English Proficient	28
Public Schools (N)	
Multi-Grade	6
Elementary Schools	84
Middle Schools	32
High Schools	22
Title I Schools	106
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

provide focused, site-specific training and opportunities for administrators, mentors, and beginning teachers to dialogue and begin to develop relationships. Ongoing campus-level beginning teacher support meetings provide beginning teachers with a forum to voice concerns, ask questions, and report successes.

- ◆ **Mentoring at individual campuses** – Each beginning teacher is assigned a mentor to work with over the course of the school year.
- ◆ **District support for induction and mentoring** – Ongoing district-level beginning teacher support meetings provide beginning teachers with a forum to voice concerns, ask questions, and report successes. Further, the district offered monthly mentor meetings for mentors to meet informally with each other to discuss challenges, strategies, and successes of their mentoring experiences. An executive director oversees the provision of district support for mentoring teachers. Literacy coaches and lead content teachers are made available at the campus level to move more district support onto the campuses.
- **Mentor Selection** – A more rigorous process for selecting high-quality mentors was instituted as part of the new induction program. Mentors must have more than three years of classroom teaching experience; a clear record of improving student achievement; and personal and professional characteristics such as a positive attitude, a willingness to grow as a mentor, and a respect for multiple perspectives. Mentors were nominated by campus administrators with documentation of these characteristics, and the district’s data department examined district data relating to student performance. Final selection of mentors was completed at the district level.
- **Mentor Training** – Mentors were required to attend up to three days of Texas Beginning Educator Support System (TxBESS) training provided by the regional education service center (ESC). This training provided instruction in comprehensive, long-term mentoring strategies (e.g., techniques for effective professional growth conversations, developing problem-solving plans and strategies, and performing formal needs assessments); conducting TxBESS Activity Profile (TAP) formative assessments of beginning teachers; and ongoing training on conferencing, meeting teacher needs, and using data to inform mentoring.
- **Mentor Duties** – Mentors were required to (a) design a presentation and present it at the campus-based day of the New Teacher Conference for beginning teachers, (b) observe beginning teachers at least twice during each of the two school years, and (c) meet with beginning teachers weekly to discuss progress towards professional goals set by each beginning teacher, (d) reflect on the beginning teacher’s strengths and challenges, and (e) evaluate lesson plans and student data.

- **Mentor Support** – Each campus was assigned a mentor manager to provide support to mentors throughout their involvement. The mentor manager (a) served as a resource for mentors, (b) maintained all mentor documentation, (c) provided onsite oversight of mentoring progress, and (d) helped to problem solve any difficulties encountered in relationships between mentors and beginning teachers. In addition to the mentor manager, principals were trained to provide mentor support. Principal training included information and skill building on (a) role of principals in mentoring, (b) challenges faced by beginning teachers, (c) the importance of the mentor/beginning teacher relationship, and (d) factors that principals should monitor to evaluate the success of mentoring activities on the campus.
- **Mentor Accountability** – Mentors were required to sign a mentoring agreement that explicitly states the roles and responsibilities expected of them. Mentor managers at each campus helped monitor and provide oversight to ensure that mentors supported beginning teachers fully and effectively.⁷⁷

District D’s induction program was designed and coordinated at the district level. A district representative attended weeklong training at the New Teacher Center at the University of California at Santa Cruz, then returned to the district and designed the new induction program. District D worked with a committee to identify the components and the structure of the new program, and then established new program guidelines.⁷⁸

The overall goal of District D’s induction and mentoring program is to increase the number of new teachers remaining in the district for at least three years. Related objectives are to:

- Increase the knowledge and skill level of beginning teachers,
- Provide emotional support for beginning teachers through a learning partnership between mentors and their assigned beginning teachers, and
- Increase the reflective nature and complexity of the coaching sessions (between mentors and beginning teachers) indicating increased knowledge, skills, and disposition toward the profession.

1.3 District D Site Visit

For the case study of District D, the evaluation team visited the district office and ten campuses (four high schools, three middle schools, and three elementary schools) that were implementing the BTIM program. These campuses were selected because District D did not have any one campus that had a critical mass of teachers participating in the program. Interviews were conducted between May 12, 2008, and May 16, 2008 with district administrators, principals, mentor teachers, and beginning teachers (see Table I-15). No focus groups were conducted due to the small number of teacher participants at each campus.

Table I-15: Number of Interviews Conducted in District D					
Interviews	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	3	3	3	4	13
Dyad Interviews	0	4	9	12	25

⁷⁷ As reported in District D’s grant application.

⁷⁸ As reported in District D’s grant application and in an interview with the Executive Director of Human Resources.

2. Findings

This section describes the findings and themes from the in-depth case study of District D, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

District administrators who were interviewed included the Executive Director of Human Resources, who served as the BTIM grant manager; the Assistant Superintendent of Human Resources; the Director of Grants and Development; and the Coordinator for Accountability and Data Quality. High school campus administrators included five principals with two to five years experience, including a principal with four years of experience who has served in several positions in the district and takes an active role in the mentoring program. Additionally, five first-year principals were interviewed.

Mentor teachers' years of experience ranged from three years (the minimum program requirement to be a mentor) to 35 years. Every mentor was certified in his or her respective grade-levels and subject-areas. The majority of beginning teachers were in their first year of teaching. A few of the beginning teachers, however, had been teaching for several years in other districts but were new to District D. Eight of the beginning teachers were in an alternative certification program (ACP).

2.2 Selection of Mentors and Beginning Teachers

District D provided training to principals on how to select mentors, and mentor managers, using the criteria established for the BTIM program (e.g., years of teaching experience, positive attitude and willingness to learn and grow as a mentor). In addition, most principals added criteria to their selection process, including:

- Willingness of the mentor to nurture and help,
- Mastery of content, and
- Experience.

In the majority of cases, the principal personally contacted the mentor teachers, prior to nominating them to serve as mentors, in order to introduce them to the mentoring program and ask for their participation as a mentor. In other cases, mentors were assigned to a beginning teacher or volunteered to participate before being approached. One mentor stated that she was probably selected because she has mentoring experience and is familiar with

“Teachers with alternative certifications need more guidance in the classroom management area. They really don’t know what to expect when they get into their classroom. It’s just not the same as the full university experience.”

-School Principal

Regional ESC ACP mentoring requirements. Once the principals selected mentor nominees, their names were submitted to the district for final selection.

In contrast to the selection process for mentor teachers, new beginning teachers were required to participate in the mentoring program. This was especially beneficial for alternatively certified beginning teachers whose certification programs require them to have a mentor during their first year.

2.3 Matching Between Mentors and Beginning Teachers

The district established guidelines for principals to use to match mentors and beginning teachers, including:

- A one-to-one mentor to beginning teacher match,
- Mentors who teach the same grade level and same content or subject as the beginning teacher, and
- Mentors who have the same planning period as the beginning teacher.

Most principals reported that they also considered the proximity of the mentor's classroom to the beginning teacher's classroom in making matches.

Mentors and beginning teachers repeatedly reported that it was important to be paired with a teacher that taught the same subject or grade and had the same planning period because it allowed them to meet more often. Additionally, close proximity of classrooms facilitated greater interaction because mentor teachers were easily accessible when beginning teachers had questions.

2.4 Mentor/Beginning Teacher Activities

Throughout the school year, mentors and beginning teachers engaged in many activities. Upon being matched with their beginning teacher, mentors were asked to sign a mentor-beginning teacher agreement form committing them to:

- Develop and follow a teacher action plan,
- Spend specific amounts of time with their beginning teachers,
- Observe their beginning teachers twice a year, and
- Maintain a documentation log to track their contact with their beginning teachers, reflections after completion of trainings, interactions with their beginning teachers and observation sessions.

The pairs also reported that they met formally and informally. The frequency and structure of meetings that mentors and beginning teachers engaged in varied across the pairs. Most pairs reported that they met on a rather regular basis, while others indicated that they met less regularly. Key times for meeting were during planning period or department meetings. The variation depended largely on each teacher's schedule and proximity of the mentor's and beginning teacher's classrooms. For example, one pair met informally everyday because their classrooms were across the hall from each other. Further, mentor teachers were required to submit their teacher action plan, agreement forms, and documentation logs to the district.

Many beginning teachers had the opportunity to observe their mentor and other experienced teachers within the campus. As a result, the beginning teachers learned many valuable classroom management strategies, ideas for innovative lesson plans, and differentiated instruction strategies. One beginning teacher stated that the observations were very effective because she and the mentor did not get to meet very often since they did not have a common planning time. They both had an opportunity to observe classrooms and share their reflections.

Impact of Activities

Mentors and beginning teachers alike felt the mentoring program was a positive experience. Mentors reported learning new ideas from their beginning teachers and indicated that they felt good when they saw their beginning teachers succeed.

Many of the mentors saw an improvement in their beginning teachers' classrooms, especially in classroom management. Beginning teachers indicated that the mentors provided them with important information and advice. In addition, mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

“In the beginning of the year, I didn’t pay attention to the student’s personalities. My mentor noticed that a few students were having problems and I thought they were doing fine. She gave me the suggestion to change their seating arrangement and that really made a difference.”

-Beginning Teacher

- The mentor helped the beginning teacher with classroom management by suggesting that the students be more responsible and accountable for their classroom work and behavior.
- The beginning teacher observed different classrooms and learned different teaching strategies, such as observing ways to keep students from talking and keeping them on task during the lesson.
- The mentor suggested having a clear objective of the lesson written on the chalkboard for the students to read. She also provided suggestions for better classroom management.
- One mentor identified that the whole team (e.g., other teachers within the grade level, Principal, Mentor Manager) really pulled together to assist the beginning teacher. “It was a great feeling - we all want this to be the same way next year where the whole grade level is aligned which makes transitions so smooth.”

2.5 Support

A support system was provided by District D to facilitate the implementation of the mentoring program, which included:

- Training for district and campus administrators,
- Training for mentor teachers,
- New Teacher Conference for beginning teachers,
- The provision of substitute teachers for mentor/beginning teacher observations and professional development,

- Mentor teacher stipends, and
- Other policies and practices at the campus-level.

Before the school year started, District D provided two 30-minute trainings with the elementary school principals and again with the secondary principals. In the fall, the district added two 15-minute trainings. Wrap-up training was provided at the end of the year. Next year, the district will offer a two-hour training for the administrators by Institute for Learning (IFL), which is a coaching-based training designed for administrators.

Mentors were also required to participate in two trainings: a district mentor training and the TxBESS training. Mentors indicated that they liked the training, but that they would have preferred it to start earlier in the school year. The trainings did not take place until January, and they would have liked to have it in August. The mentors also stated that it would have been beneficial to include the beginning teachers in the trainings they attended. In addition to the training, mentors were asked to complete a mentoring survey at the end of the school year.

As described in Section 1.2, beginning teachers were encouraged, but not required to attend the four-day New Teacher Conference at the beginning of the school year. Three of the four days were used to provide attendees with workshops in small-group settings. The final day of the conference was spent on the campus, where beginning teachers toured the campus, met their mentors, and had the opportunity to begin setting up their classroom. The beginning teachers did not comment on their satisfaction with the New Teacher Conference, but did report that they would have liked to attend additional training with their mentor.

District D allocated resources to bring in substitute teachers to allow mentors to observe beginning teachers' classrooms up to six times per year. The district also provided substitute teachers so that beginning teachers could observe their mentors or other experienced teachers. While most mentors and beginning teachers were aware of this support, some indicated that the district had a substitute shortage, which limited their opportunities to observe. For the most part, mentors and beginning teachers reported that district administrators and principals did the best they could to provide support to the mentors, particularly with substitute teachers.

District D provided mentor teachers with a \$650 stipend. However, this did not seem to be a focus of any of the discussions in interviews with mentors, beginning teachers, district administrators, or principals.

The perceived impact of support provided at the campus-level by principals and mentor managers varied. Some mentors and beginning teachers felt that the administration was supportive to the program and the teachers. Some administrators scheduled and attended roundtable meetings that the mentors found to be beneficial. At another campus, the mentor manager had a party after school for the mentors and beginning teachers; they each had a chance to share mentoring experiences. The principal at one campus was appreciated because he helped with arranging observations. One mentor felt that if there was

“We have a formal mentoring program and the grant allowed us to expand what we were doing. I meet with the first year teachers and the mentor manager. There is a weekly meeting during lunch to touch base with the new teachers.”

-School Principal

no support, the participants would not be as focused. Knowing the administration was involved with the program helped the mentor stay focused on helping the new teacher.

Conversely, some mentors and beginning teachers felt that the administrators should have provided more support. Several mentors expressed a desire for training and discussions on strategies for mentoring, instead of gathering materials from in-service trainings. Another mentor indicated that administrator support was not effective because there was no real insight on what the mentors needed to do and they needed more direction from the administration. One beginning teacher said that the mentoring pair was left to “take care of business;” there was no real insight for the mentor. Both the mentor and beginning teacher from the same campus agreed that on campus few, if any, supports were available. They felt that there were good intentions, but really no support for the mentors or beginning teachers.

2.6 Program Outcomes

Outcomes from the mentoring program were reported as being largely positive. They include strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, improved retention of beginning teachers, and support for increased student achievement. In a large proportion of cases, relationships between mentors and their beginning teachers were successful and led to friendships.

Relationships

Several factors were necessary for successful mentoring relationships, the most notable, according to beginning teachers, were accessibility and communication. Availability of the mentor was a critical aspect of success. Having a common planning period facilitated their relationship by providing time to meet and plan together. Mentors and beginning teachers also stressed the importance of close proximity; being close to each other within the campus allowed for more opportunities for the pairs to meet.

“I wanted to gain the knowledge that I need to grow in this profession. The textbook way that you learn in college is not really like it is in the classroom. Having the mentor relationship gives you a sense of security.”

-Beginning Teacher

In order to have good communication between the pairs, certain characteristics were necessary, most importantly, the mentor needed to be a good listener and the beginning teacher needed to be able to take constructive criticism. Mentors noted that it was important to keep criticism of the beginning teachers in a positive light and that the mentor should maintain a positive attitude. Another key to open communication was trust and respect. Once trust was established, the pairs felt free to share ideas and provide honest feedback.

In addition, the following characteristics of a mentor teacher were cited as facilitators to an effective relationship:

- Knowledgeable,
- Experienced,
- Organized,

- Empathetic, and
- Flexible.

The biggest barrier for successful relationships was lack of time together. Many of the pairs did not have the same planning period, which limited the amount of time they had available to meet. The lack of time together was also impacted by the district’s substitute shortage.

Other factors that were barriers to an effective relationship were:

- Lack of trust,
- Lack of communication,
- Lack of effort,
- Lack of mentor experience or unwillingness to share knowledge, and
- Different grade level or subject area.

“The main challenge I had was the time for meeting more formally and so that the beginning teacher could do more observations of my classroom and other teachers’ classes.”

-Mentor Teacher

Even though there were challenges to building an effective relationship, most of the mentor/beginning teacher relationships grew into professional, friendly partnerships. Many of the participants indicated they had strong relationships and some even matured into friendships outside of work.

Job Performance and Satisfaction

Throughout the school year, as beginning teachers incorporated feedback provided by their mentors (especially in regard to classroom management), they reported that they felt they were better teachers because they were less stressed and more confident and comfortable in front of the classroom. As one beginning teacher explained, “This program helps build confidence and helps with learning to be more comfortable around students.” Some of the beginning teachers indicated that they felt like they have grown as a teacher based on participation in the mentoring program. This was evidenced in the district office surveys distributed to mentors who indicated that there was improvement in the beginning teachers’ teaching abilities from the first day of school to the present.

Job satisfaction also increased as beginning teachers’ self-efficacy increased. The majority of beginning teachers indicated that they were satisfied with their job. Many of the beginning teachers felt that their job was less overwhelming as the school year progressed. Many beginning teachers found the first couple of months to be very difficult and relied on support from their mentor. They felt more confident and less frustrated because they knew that they could go to their mentor with questions.

“I have gotten more out of this than expected with the TXBESS framework, and it opened my eyes to better teaching strategies.”

-Mentor Teacher

In many cases, the mentor teachers’ job satisfaction also increased because of participating in the mentoring program. Many mentors reported that participating in the program “got them excited again” because they shared their ideas with new teachers. They also felt very proud

when their beginning teachers succeeded or used their teaching strategies within their classrooms. Mentor teachers reported that it felt good to help someone and build a relationship with them.

Retention

Based on the beginning teachers' and principals' comments, one of the primary goals of the mentoring program, beginning teacher retention, appears to be on the rise. While there is no concrete retention rate data at this time, beginning teachers overwhelmingly stated they will return to their campus or stay within the district next year. Many beginning teachers indicated that their decision to stay at the campus or within the district was influenced by their participation in the mentoring program. One beginning teacher appreciated having a mentor, but was already committed to teaching and her job so she would have stayed regardless of the program. Every interviewed participant stated that they wanted to return next year.

Student Achievement

Mentors and beginning teachers believed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers' classrooms. Beginning teachers reported that they felt more confident, organized, and comfortable. Their students also noticed this change and responded positively. The students responded well to the new lesson plans and instructional strategies that the beginning teachers implemented because of the mentoring relationship. Mentors and beginning teachers also noticed that students' practice Texas Assessment of Knowledge and Skills (TAKS) test scores were improving. In addition, as classroom management techniques improved, beginning teachers noticed an improvement in their students' behavior. It appeared that once the learning environment improved, the condition for students to learn improved as well.

“There were literary strategies like the flipbooks that my mentor helped me with. She provided me models of the flipbooks so I could implement that into my teaching. This really benefited the students.”

-Beginning Teacher

2.7 Cost and Sustainability of District D's BTIM Program

A review of District D's grant application indicates how District D planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District D budgeted 94% of its \$692,500 in grant funds for payroll, which included \$429,000 for mentor stipends (plus \$64,365 for associated mentor benefits) and \$158,400 for substitute pay. District D was asked about which factors their district considered in determining the amount of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District D reported that they considered: (a) the number of beginning teachers with whom a mentor could be paired, (b) the anticipated number of contact hours with beginning teacher, (c) a previous amount paid to mentors in the past, (d) the district's ability to continue to pay the stipend amount beyond the grant project

period, and (e) how much could be paid to teachers in campuses outside of the grant through local funds.

In addition, District D budgeted district matching funds for the executive director salary (\$190,000), substitute pay (\$81,600), new teacher stipend (\$300,000), mentor stipends (\$221,000), and benefits for mentor stipends (\$33,150). District D budgeted grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training by the Regional ESC (\$22,870). Funds were also budgeted for supplies and materials to pay for mentor training materials (\$10,550) and mentoring materials (\$7,315). District D matched the BTIM grant by 119% , despite the TEA requirement that grantees match the grant amount by at least 20%. Table I-16 shows District D’s budgeted amounts of grant funds and district matching funds by major categories.

Table I-16: District D Budgeted Amounts by Major Categories		
Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$651,765 (94%)	\$825,750 (100%)
Professional and Contracted Services	\$22,870 (3%)	\$0 (0%)
Supplies and Materials	\$17,865 (3%)	\$0 (0%)
Other Operating Costs	\$0 (0%)	\$0 (0%)
Total Costs	\$692,500	\$825,750

Source: District D Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate the actual number of mentors who served as BTIM mentors and were paid a stipend for 2007-08 for each campus as of July 31, 2008; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District D’s program included 96 mentors and 174 beginning teachers across 80 campuses during the first year of Cycle 1. All mentors were each paid \$650 and on average spent 15 minutes with beginning teachers per week across all campuses.⁷⁹ District D data is included in Table I-17 for each participating campus.

⁷⁹ 78 of 80 campuses reporting.

Table I-17: Number of Mentors and Beginning Teachers,⁸⁰ Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District D				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
High School 1*	2	4	\$650	0.152
High School 2*	1	3	\$650	0.202
High School 3	4	7	\$650	0.000
High School 4	±	±	\$650	0.123
High School 5*	2	6	\$650	0.154
High School 6	3	5	\$650	0.025
High School 7	1	2	\$650	0.000
High School 8	±	±	\$650	0.221
High School 9	1	3	\$650	0.037
High School 10*	2	3	\$650	0.322
High School 11	2	4	\$650	0.338
High School 12	2	5	\$650	0.219
High School 13	0	0	\$650	0.000
Middle School 1	±	±	\$650	0.000
Middle School 2	±	±	\$650	0.800
Middle School 3	1	1	\$650	0.146
Middle School 4	1	3	\$650	0.285
Middle School 5	1	3	\$650	0.309
Middle School 6	±	±	\$650	0.354
Middle School 7	3	4	\$650	0.000
Middle School 8	±	±	\$650	0.531
Middle School 9	2	6	\$650	0.000
Middle School 10	±	±	\$650	0.146
Middle School 11*	4	5	\$650	0.223
Middle School 12	3	4	\$650	0.000
Middle School 13	1	1	\$650	0.083
Middle School 14	2	4	\$650	0.255
Middle School 15*	2	3	\$650	0.086
Middle School 16	±	±	\$650	0.084
Middle School 17	±	±	\$650	0.201
Elementary School 1	1	1	\$650	0.070
Elementary School 2	2	4	\$650	0.194
Elementary School 3	1	2	\$650	0.152
Elementary School 4	1	3	\$650	0.481
Elementary School 5	2	2	\$650	0.350
Elementary School 6	2	2	\$650	0.779
Elementary School 7	1	1	\$650	0.499
Elementary School 8	±	±	\$650	0.069
Elementary School 9	1	2	\$650	0.274

⁸⁰ The number of mentors and the number of beginning teachers for each campus represents only those mentors who received a mentor stipend. It does not reflect any mentors or beginning teachers who were on the campus and may have participated in the program, but the mentor(s) did not receive the stipend(s).

Table I-17: Number of Mentors and Beginning Teachers,⁸⁰ Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District D

Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
Elementary School 10	±	±	\$650	0.000
Elementary School 11	1	1	\$650	0.166
Elementary School 12	2	2	\$650	0.300
Elementary School 13	1	4	\$650	0.206
Elementary School 14	3	4	\$650	0.126
Elementary School 15	±	±	\$650	0.000
Elementary School 16	0	0	\$650	0.000
Elementary School 17	1	1	\$650	0.176
Elementary School 18	2	3	\$650	0.757
Elementary School 19	1	1	\$650	0.244
Elementary School 20	0	0	\$650	0.000
Elementary School 21	0	0	\$650	0.000
Elementary School 22*	1	1	\$650	0.248
Elementary School 23	1	3	\$650	1.120
Elementary School 24	1	2	\$650	0.223
Elementary School 25	0	0	\$650	0.000
Elementary School 26	4	7	\$650	0.336
Elementary School 27	1	1	\$650	NA
Elementary School 28*	2	5	\$650	0.209
Elementary School 29	2	6	\$650	0.142
Elementary School 30	2	4	\$650	1.460
Elementary School 31	±	±	\$650	0.233
Elementary School 32	2	4	\$650	0.253
Elementary School 33	1	2	\$650	0.455
Elementary School 34	1	3	\$650	0.102
Elementary School 35	1	3	\$650	0.465
Elementary School 36*	±	±	\$650	0.000
Elementary School 37	±	±	\$650	0.000
Elementary School 38	2	2	\$650	0.584
Elementary School 39	1	3	\$650	0.004
Elementary School 40	1	2	\$650	0.472
Elementary School 41	±	±	\$650	0.000
Elementary School 42	2	3	\$650	0.348
Elementary School 43	1	1	\$650	0.653
Other School 1	2	4	\$650	0.278
Other School 2	1	1	\$650	0.000
Other School 3	±	±	\$650	0.438
Other School 4	2	2	\$650	0.504
Other School 5	1	3	\$650	NA
Other School 6	1	2	\$650	0.591
Other School 7	1	1	\$650	0.218
TOTAL	96	174	\$650 (Avg.)	0.250 (Avg.)

Source: District D 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*Participated in the site visit (NOTE: one alternative middle school was not listed in the August 2008 progress report)
 ±Indicates that there was at least one assigned mentor and beginning teacher at the campus, but the mentor(s) did not submit records of all documentation necessary to receive the mentor stipend.

During the site visit, district administrators and principals were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. One district administrator stated, “The mentoring program is critical for the future. We have to have one. The new teachers have to feel supported. When the grant goes away, something has to take its place. I’m hoping there will be another grant but if there is not, we will have to do something locally because mentoring is a critical component.” One principal indicated that a mentoring program is essential, and many others echoed this sentiment. An elementary school principal indicated that funds could be found in the curriculum planning budget, while other administrators cited campus improvement team funding as a possible source of support for the mentoring program.

2.8 Looking to the Future

Throughout the dyad interviews, mentors and beginning teachers both indicated that they were satisfied with the program, but felt the program needed enhancements, particularly in terms of how the program was implemented at the district level. The majority of the mentor teachers, beginning teachers, and district and campus administrators who were interviewed rated District D’s mentoring program as successful, and they provided insight into the key program components and areas that could be improved in the future. Some mentors indicated that they would like clearer directions and expectations on the roles of mentors from the campus administrators and more meetings with the administrators. Further, mentors would like a more organized program at the district level filtering down to the individual campuses, to include more mentoring strategies and less paperwork. Some beginning teachers would like the mentoring program to include more information about the campus procedures, more information about observations, and more support from administrators.

“Mentoring is very important to this district. The days of ‘not knowing’ are over. There needs to be funding for training. We can’t afford not to have a mentoring program. We need to have professional development and it needs to be done well. We have to pay people to do this and hold them accountable. We are getting teachers who don’t have the educational background needed to be in a classroom and we cannot have excellence without mentoring.”

-School Principal

From the district grant coordinator’s perspective, the program will continue to be improved. The district is planning to make changes to the program for the coming year. According to the coordinator, “next year’s program is going to be a lot more structured. I think the level of awareness in the district is different now because...mentoring was one of the programs that was like a small department. The superintendent is now incorporating [the program] with our new district plan [to focus on] retaining teachers, mentoring, and induction as main strategies for all campuses, all administrators, and all central administrators.” The district grant coordinator also mentioned that District D is restructuring seven of its campuses and that there are a lot of changes and reform going on in the district.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District E (Rural)

District E: Case Study Report

1. District E Description

1.1 District E Profile

District E is a consolidated district located within a small town community and serves a student enrollment of about 5,200 students. District E consists of nine schools, including five elementary schools, two middle schools, and two high schools. District E serves an area of 1,093 square miles across three counties and is located 82 miles west of a large city. District E employs nearly 800 people, including about 390 teachers, 80 support staff, 30 administrative officers, 100 educational aides, 90 paraprofessionals, and 130 auxiliary personnel. See Table I-18 for more demographic information. District E applied for a Beginning Teacher Induction and Mentoring (BTIM) grant because it did not have a mentor program in place, and because it has high teacher attrition rates, a high percentage of beginning teachers, a large number of teachers teaching outside of their certification area, and a large number of beginning teachers teaching in Texas Teacher Shortage Areas.

1.2 District E Mentoring Program

District E’s grant application indicated its mentoring program would consist of several components, including:

- Structured, research-based teacher induction based on effective strategies for beginning teacher development and quality professional development,
- Mentoring activities that include selecting qualified mentors, ensuring common planning time for structured collaboration between mentors and beginning teachers, providing release time for both mentor and beginning teachers to observe each others’ classrooms, and using formative assessments conducted by trained mentors to assess the beginning teachers’ practice and plan for improvement,
- Continuous support and ongoing professional development tailored to the needs of beginning teachers,
- Training for administrators to support induction and mentoring that includes selection of mentors and matching of mentors to beginning teachers, as well as beginning teacher development,
- Learning communities,

Table I-18: District E Profile	
Student Enrollment (October 2007)	
All Students	5,020
Student Race/Ethnicity (%)	
Hispanic	87
White	12
African-American	0.7
Asian	0.6
Native American	0.1
Student Gender (%)	
Male	52
Female	48
Student Population (%)	
Special Education	10
Gifted	5
Economically Disadvantaged	72
At-Risk	51
Limited English Proficient	8
Public Schools (N)	
Multi-Grade	0
Elementary Schools	5
Middle Schools	2
High Schools	2
Title I Schools	9
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

- Additional assistance for beginning teachers with nontraditional preparation (e.g., classroom management),
- Training to work with English language learners,
- Realistic assignment of workloads for beginning teachers, and
- Teacher schedules structured to provide common planning time and frequent face-to-face interaction among mentors and beginning teachers.

Mentor and coach training was provided to mentors in two, three-hour sessions by the regional education service center (ESC), followed by Texas Beginning Educator Support System (TxBESS) training that included information on the need for mentors and general practice for mentors, including roles and responsibilities of mentor teachers, characteristics of beginning teachers, suggested topics for first year dialogs and help/time lines, and coaching techniques (e.g., questioning and listening skills, building rapport, paraphrasing, non-verbal communication, peer observations).

Campus principals were given information about the program and criteria for choosing mentors as part of the administrator training. Elementary and district facilitators as well as one assistant principal from the high school and junior high school were trained in TxBESS.

Following the training sessions, the trainer met once a month with all new teachers on the campuses with specific agendas. These meetings covered

- Scope and sequence for Texas Essential Knowledge and Skills (TEKS),
- Beginning of the year reports, forms, accountability and homework,
- Review of Professional Development and Appraisal System (PDAS) observation criteria,
- Review of District E initiatives and District E discipline management training,
- Special education in the classroom,
- Preparing for and attending Admission Review Dismissal (ARD) meetings,
- Lesson planning for effective classrooms,
- Book study on best practices,
- Test taking strategies,
- Review of program and planning for second year,
- Book study on qualities for effective teaching, and
- Parent conferencing/philosophical chairs and Socratic seminar.

Mentors received the agendas and were asked to discuss the information with beginning teachers after each meeting. Each mentor completed a minimum of one documented classroom observation of the beginning teacher with conference feedback; the beginning teacher conducted a documented observation of the mentor with conference feedback. All activities were documented on a monthly calendar and turned into the district central office at the end of each semester. All first year teachers received a minimum of three documented PDAS simulated observations and feedback by the trainer in addition to mentor observations.

In addition to monthly meetings, new teachers were required to attend two six-hour New Teacher Academy professional development days held throughout the year, and to participate in a minimum of two six-hour training sessions in Vision Management, which is the district's discipline management program. This focuses on

- An overview of the district,
- Beginning the year with confidence,
- Creating an engaging environment,
- Routines and procedures,
- Discipline management,
- Parents' letters,
- Getting to know students,
- Logs and documentation,
- Knowing the TEKS scope and sequence,
- Student centered classroom and lesson delivery,
- Teaching and expecting quality from students,
- Differentiated instruction,
- *Learning is not a Spectator Sport* (activities for engagement),
- Alternative assessment, and
- Tutorials.

Mentors were able to observe beginning teachers twice a year during conference periods, and other staff members were made available to cover classes so mentors could observe during other class periods. The trainer also observed every new teacher twice during the year.

1.3 District E Site Visit

For the case study of District E, the evaluation team visited the district office and three campuses (one high school, one junior high school, and one elementary school) that were implementing the grant-funded mentoring program. District E interviews and focus groups took place from April 20, 2008, through April 24, 2008. Interviews and focus groups were conducted with district administrators, principals, mentor teachers, and beginning teachers (see Table I-19). Many of the mentors and beginning teachers who participated in dyad interviews also participated in focus groups. The other focus group participants had not been previously interviewed. This was particularly the case at campuses where there were fewer participating mentors and beginning teachers.

Table I-19: Number of Interviews and Focus Groups Conducted in District E					
Interviews/Focus Groups	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	3	2	1	1	7
Dyad Interviews	0	3	12	16	31
Mentor Focus Groups	0	1	1	1	3
Beginning Teacher Focus Groups	0	1	1	1	3

Findings from the site visit data collection activities are included in Section 2.

2. Findings

This section describes the findings and themes from the in-depth case study of District E, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

Most of the principals and district administrators (67%) had over 20 years of experience working for District E in various capacities. Mentor teachers' years of experience ranged from four years to 37 years, and all mentors were certified in their respective grade level/subject area. Seven of 10 beginning teachers were in their first year of teaching, with the rest were in their second year of teaching. Many of the beginning teachers were in an alternative certification program (ACP).

2.2 Selection of Mentors and Beginning Teachers

The selection process was the same at each campus; mentor teachers were recommended or selected by the principal. The only criterion required by the grant was that mentor teachers have at least three years previous teaching experience. Other than that, the principals were able to choose mentors based on their own judgment. Principals looked for the following characteristics in mentor teachers:

- Willingness to participate,
- Knowledgeable,
- Leadership and communication skills,
- Supportive,
- Personable, and
- Experienced.

“They [the mentors] were good teachers, got along with others, and had above 15 years of experience for the most part.”

-District Administrator

The principals sent an e-mail to every teacher at their campus asking for their voluntary participation as mentors in the grant-funded mentoring program. If the campus did not get enough voluntary mentors, principals nominated specific teachers and asked if they wanted to participate. The teachers were not required to participate as mentors. All new beginning teachers were required to participate in the mentoring program.

2.3 Matching Between Mentors and Beginning Teachers

Matching between the mentors and beginning teachers was done by the principals using several criteria; the most important of which was ensuring that both teachers taught the same subject so they could focus on the content of their lessons. In addition to teaching the same subject, principals tried to match mentors and beginning teachers who taught the same grade.

“The mentoring program is a tremendous help for the ACP [alternatively certified] teachers and the college route teachers will benefit from more active monitoring. It is supplementing and strengthening teaching strategies. It is directed and very focused.”

-School Principal

Other factors that contributed to the matching process were proximity of classrooms and a common planning period.

Being paired with a teacher that taught the same subject or grade and had the same planning period was reported as being ideal for the mentors and beginning teachers because it allowed them to meet more often. Close proximity of classrooms also facilitated greater interaction because mentor teachers were more accessible when beginning teachers had questions.

2.4 Mentor/Beginning Teacher Activities

During the school year, mentors and beginning teachers participated in formal and informal meetings and conducted observations. Meeting frequency ranged from daily to bi-weekly, and they reported that they met during their planning period or department meetings, informally during lunch, and after or before school. Variation in the frequency and structure depended on each teacher’s schedule and where their classrooms were located. Many pairs indicated that they met more often during the beginning of the school year when the beginning teachers needed the most support; towards the end of the school year, they met less often.

“We coach together and have the same conference period, so we talk on a daily basis ... We are right down the hall and we coach together so I have the opportunity to check on him and see if he is okay. We reflect back on the observations.”

-Mentor Teacher

The mentor/beginning teacher meetings served many purposes. During the meetings, beginning teachers asked questions of their mentors about:

- Classroom management and instructional strategies,
- Campus policies, procedures, and paperwork,
- Curriculum requirements,
- Classroom arrangement,
- Developing lesson plans,
- Online grading, and
- Progress reports.

In addition to getting advice and answers to questions, the meetings served another purpose: to discuss mentor feedback from the classroom observations. District E's mentoring program required mentors to observe the beginning teachers throughout the year. One beginning teacher reported that she observed the mentor teaching a lesson that was difficult for her to teach and that the mentor used a different technique, which gave the beginning teacher a new perspective on how she could teach the lesson.

Impact of Activities

Positive impacts resulted from the mentoring activities for both the mentors and beginning teachers. Mentors said that they were introduced to new ideas from their beginning teachers and enjoyed watching their beginning teachers succeed.

Beginning teachers reported that the information and advice the mentors provided was valuable. In at least one interview with a mentor and multiple beginning teachers, the beginning teachers said they learned so much from the mentor that they are enjoying teaching so much more now. Mentors noted that classroom management improved and students were engaged in the lessons. Mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

- The mentor helped the beginning teacher (in science) with strategies on how to ask different types of questions in a lab lesson.
- The beginning teacher was feeling overwhelmed and went to the mentor for advice. The mentor suggested the beginning teacher use an overhead projector rather than the chalkboard and re-arrange the classroom. Classroom behavior and engagement improved.
- The beginning teacher's students spent a lot of time off-task. The mentor suggested the beginning teacher use mixed-ability groups and it helped the students spend more time on-task.
- The beginning teacher observed the mentor teaching and got ideas about what is expected of teachers and different instructional strategies.

In most cases, the beginning teachers reported that they liked having a mentor and that their mentor was part of their first year success.

2.5 Support

A comprehensive support system was put in place by District E to facilitate the implementation of the mentoring program. The support system included:

- Training for program facilitators and mentor teachers,
- The provision of substitute teachers for mentor/beginning teacher observations and professional development,
- Mentor teacher stipends,
- A beginning teacher support group, and
- Other campus-level policies and practices.

District E's principals received an informal training at the beginning of the school year using some of the TxBESS principles. Elementary and district facilitators as well as one assistant principal from the high school and junior high school were trained in TxBESS.

As explained in Section 1.2, mentor training was provided to mentors in two, three-hour sessions by the ESC, followed by TxBESS training. Some mentor teachers reported that they liked the trainings, especially on how to use a soft approach with their beginning teachers. While mentor teachers at a different campus were not satisfied with the level of training they received. One mentored reported, "The training at the beginning just hit us with a bunch of stuff. It was in the evening after a very long tiring day." In addition, a few mentors wished the beginning teachers with whom they were matched could have attended the trainings with them.

Support provided in conjunction with the training included a stipend for mentor teachers. District E understood the additional stress the mentor teachers would be under in their role and provided them with stipend ranging from \$850 - \$1,500. In addition to a stipend, District E provided money to pay substitute teachers to facilitate the observation and meeting requirements of the mentoring program. Both mentors and beginning teachers could use the substitutes to conduct observations or to meet with each other.

The beginning teachers received additional support through the *Circle of Friends* program. *Circle of Friends* is a meeting group for beginning teachers that allows for book discussions and opportunities to share their teaching stories and stresses. The beginning teachers reviewed books that studied qualities for effective teaching. While many beginning teachers enjoyed the program, one traditionally certified beginning teacher did not find the *Circle of Friends* program particularly helpful. She thought it was geared mostly to the alternatively certified beginning teachers who did not have as much background information about teaching and effective practices.

Other policies and practices were in place at the campus-level to support mentors and beginning teachers. Professional Learning Communities (PLCs) were established during the school year. The PLCs met every two weeks to go over instructional strategies. Some beginning teachers also mentioned that other teachers within their department were available to help them and provide support at weekly department meetings.

2.6 Program Outcomes

The mentoring program outcomes were positive. They include strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, improved retention of beginning teachers, and support for increased student achievement. In most cases, relationships between mentors and their beginning teachers were successful and fulfilling. Only one of the interviewed participants indicated that they did not get along with their mentor. The beginning teacher indicated that he/she relied on other teachers within the department for support.

Relationships

Mentors and beginning teachers indicated that building a successful relationship depended on the mentor being a “good listener,” “open-minded,” “honest,” “grounded,” “approachable,” and “positive.” Communication was also reported as critical to building a strong relationship. Beginning teachers saw their mentors as “someone to vent to,” someone who made them “comfortable to ask questions,” and someone who could “give constructive criticism.” Together, both groups of teachers felt they needed to have respect for one another and trust, so that they could confide in each other. In addition, the following characteristics of a mentor teacher were cited during mentor focus groups as facilitators to an effective relationship:

- Patient,
- Experienced,
- Positive,
- Capable,
- Grounded,
- Relaxed,
- Professional,
- Open-minded,
- Empathetic/understanding,
- Giving,
- Helpful,
- Organized,
- Willingness to participate, and
- Flexible.

“The mentor needs to be relaxed with the mentee, open to listening and advising the mentee, and wanting to share teaching experiences with the beginning teacher.”

-Mentor Teacher

“The most important part is being grounded and open-minded—everyone’s style is a little bit different—and giving suggestions rather than saying you need to do it this way.”

-Beginning Teacher

There were a few cases where the relationship between mentors and beginning teachers did not go so well. There were at least two instances where pairs reported not having the same conference period so they had to meet before school or during lunch. Other factors that were barriers to an effective relationship reported were:

- Negative criticism from the mentor,
- Shortage of substitute teachers,
- Excessive paperwork, and
- Different teaching philosophies.

While challenges existed to building effective relationships, most of the mentor/beginning teacher relationships grew into professional, satisfying partnerships. Many participants indicated that they had good relationships and some even became friends and hung out outside of work. As the relationships developed throughout the year and the beginning teachers began to feel more comfortable, their job satisfaction and level of performance increased as well.

Job Performance and Satisfaction

Beginning teachers in the focus groups agreed that participation in the program helped them gain confidence and experience as a teacher; gave them an indication of what to expect next year; opened channels for better communication with other teachers; and having a mentor to help with any problems. As one beginning teacher explained, “I learned how to be a better teacher.” Another beginning teacher also credited the mentor for improving his/her organization skills, and another beginning teacher said, “It has been a huge stress relief. I have the ability to vent.”

“My mentee has more confidence this year and if I helped her in that area it makes me feel good.”

-Mentor Teacher

In addition to beginning teachers, some mentor teachers also reported increased job satisfaction. Mentors reported that they enjoyed being able to share their ideas and techniques with the beginning teachers. They also stated that it felt good to help someone and build a relationship with them.

Retention

Beginning teachers overwhelmingly stated they will return to their campus or stay within the district next year. Many beginning teachers stated that participating in the mentoring program influenced their decision to stay at the campus or within the district. Only a few beginning teachers indicated that they did not want to stay in District E or the teaching profession, while others planned to teach elsewhere. As an example, one beginning teacher stated, “I will remain in teaching, but not here. The program didn’t have an impact on me not coming back here. Living in a small town is not for me.” One principal stated that the mentoring program saved the beginning teachers because they now want to remain in teaching.

“Education is a part of my heart. In our rural community we see teachers come and go and I wanted my mentee to stay and love teaching. It’s difficult here. My hope was that the program would touch those that can teach.”

-Mentor Teacher

Student Achievement

Mentors and beginning teachers agreed that in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers’ classrooms. Mentors in one focus group indicated that they thought the mentoring program was successful, especially for the

“It has [improved student achievement], especially in the classroom management. You can’t teach if your classroom is not managed well.”

-Beginning Teacher

beginning teachers, noting that they were overwhelmed at times but with the help of mentors became more comfortable in the classroom. In addition, beginning teachers learned new teaching strategies and lesson planning techniques from their mentors that they felt engaged students in learning. One beginning teacher stated, “It has helped especially in the classroom management. You can’t teach if your classroom is not well managed.”

2.7 Cost and Sustainability of District E’s BTIM Program

A review of District E’s grant application indicates how District E planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District E budgeted 91% of its \$141,963 in grant funds for payroll, which included \$92,250 for mentor stipends and \$13,120 for substitute pay. District E was asked about which factors their district considered in determining the amount of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District E reported that they considered: a) the number of beginning teachers with whom a mentor could be paired, b) the anticipated number of contact hours with the beginning teacher, c) the anticipated number of hours in mentor training, and d) the district’s ability to continue to pay the stipend amount beyond the grant project period.

In addition, District E budgeted district matching funds for grant coordinator and administrator salaries and benefits, mentor benefits, and substitute pay. District E also budgeted grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training (provided by the Regional ESC), and funds were also budgeted for supplies and materials to pay for mentor training materials. Other operating costs were allocated to pay for mentor travel to training. Table I-20 shows District E’s budgeted amounts of grant funds and district matching funds by major categories.

Table I-20: District E Budgeted Amounts by Major Categories		
Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$129,606 (91%)	\$24,065 (80%)
Professional and Contracted Services	\$6,560 (5%)	\$2,000 (7%)
Supplies and Materials	\$2,550 (2%)	\$3,500 (12%)
Other Operating Costs	\$3,247 (2%)	\$250 (1%)
Total Costs	\$141,963	\$29,815

Source: District E Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate the actual number of mentors who served as BTIM mentors and were paid a

stipend for 2007-08 for each campus as of July 31, 2008; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District E’s program included 20 mentors and 255 beginning teachers across two campuses during the first year of Cycle 1. Mentors at the high school, on average, were each paid \$850, while mentors at the junior high school were each paid \$1,500 in extra duty pay. All mentors spent five hours with beginning teachers per week across all campuses. District E data are included in Table I-21 for each participating campus.

Table I-21: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District E				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
High School 1*	12	11	\$850 (approx. avg.)	5
Junior High School 1*	8	14	\$1,500	5
Elementary School 1*	NR	NR	NR	NR
Total	20	25	varies	5 (Avg.)

Source: District E 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*participated in the site visit

During the site visit, district administrators and principals were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. District E’s grant coordinator indicated that Title II funding is the only alternative source to continue the mentoring program.

2.8 Looking to the Future

Most of the teachers and administrators who were interviewed thought that the program was successful but that some things could be improved. When beginning teachers were asked what criteria should be part of an effective mentoring program, they suggested that a common planning period should be a requirement. They also believed it was important to have:

- A mentor that teaches the same grade level,
- A special education training for beginning teachers who have special needs students in their classroom,
- Training about campus standards,
- More meetings for all beginning teachers to discuss problems and share ideas,
- Less paperwork and documentation for the mentoring program, and
- Classrooms in close proximity to their mentor.

In addition, one high school mentor thought the money used to pay the mentor teacher stipend should be put to other use, such as providing more time with the beginning teachers. The mentor teacher indicated that since the stipend is small, the money could be better used to improve the mentoring program. Another mentor teacher would have liked to have more training sessions for the mentor and suggested having a refresher training each semester to make sure they are on the right track. It was also recommended that the mentor trainings should be conducted before the school year began, rather than in September, after work hours or on the weekend.

Beginning Teacher Induction and Mentoring Program Evaluation

Case Study Report: District F (Rural)

District F: Case Study Report

1. District F Description

1.1 District F Profile

District F is a consolidated district located within a small town community that is in close proximity to the border with Mexico and serves a student enrollment of about 30,000 students. District F consists of 27 elementary schools, 5 middle schools, 3 high schools, and 1 alternative secondary school. District F student enrollment continues to grow at a rate of approximately 5 percent annually. The district has approximately 3,900 employees, including 2,082 certified professionals and over 900 paraprofessionals. See Table I-22 for more demographic information. Due to the proximity to Mexico, a bilingual program is offered to help students cope with language and concept acquisition. Geographically, District F is very large, encompassing 945 square miles of land extending north of the town. District F applied for a Beginning Teacher Induction and Mentoring (BTIM) grant because of the need to raise its beginning teacher retention rate.

1.2 District F Mentoring Program

The BTIM grant was an opportunity for District F to design and implement a district-wide mentoring program. District F is implementing a locally designed program. The seven parts of the program are to induct, nurture, support, prepare, inspire, retain, and educate beginning teachers.⁸¹

The goals of District F’s program are to:

- Provide support and ongoing professional development to beginning teachers,
- Improve beginning teachers performance and effectiveness to support student achievement,
- Provide support and training for mentor teachers,
- Provide training to administrators to support beginning teachers and mentors, and
- Increase beginning teacher retention.⁸²

Table I-22: District F Profile	
Student Enrollment (October 2007)	
All Students	29,858
Student Race/Ethnicity (%)	
Hispanic	97
White	2
Asian	1
African-American	0.4
Native American	0.1
Student Gender (%)	
Male	51
Female	49
Student Population (%)	
Special Education	9
Gifted	7
Economically Disadvantaged	85
At-Risk	60
Limited English Proficient	33
Public Schools (N)	
Multi-Grade	2
Elementary Schools	27
Middle Schools	5
High Schools	3
Title I Schools	36
District Accountability Rating (2008)	
Academically Acceptable	

Source: PEIMS 2007-08 & TEA website

⁸¹ As reported in District F’s grant application.

⁸² As reported in District F’s grant application.

District F identified the need to increase its beginning teacher retention rate and established the following objectives to address this need:

- Implement the locally-designed mentor program to improve teacher performance and effectiveness to support student achievement,
- Prepare mentors to provide more effective, one-on-one, on-the-job support for beginning teachers,
- Provide administrators with research-based professional development to support mentors and beginning teachers,
- Retain all beginning teachers after their first and second year of teaching, and
- Sustain the mentoring program after the BTIM grant funding period.⁸³

Mentors were selected based on having at least three years of teaching experience with a superior record of assisting students in achieving academic improvement. District F planned to match each selected mentor with a new teacher from the same campus, and as practicable, in the same subject and/or grade level.

District F partnered with the Texas Staff Development Council (TSDC) to provide mentor training and administrator training, and planned to train mentors to be trainers through a “training of trainers” model based on the *In the Heart of Teaching Mentor Trainer of Trainers*⁸⁴ that covered four topics: (a) first-year teacher needs, (b) what mentoring should look like, (c) personalities and styles, and (d) developing a mentoring plan.⁸⁵

Mentor training took place during six days throughout the school year and consisted of a two-day basic foundations course for mentors, three-day academic coaching, and a one-day training of trainers. The foundation training is based on Ginger Tucker’s *Saving Our Greatest Resource: Helping New Teachers Succeed*⁸⁶ mentor training, which covered roles and responsibilities of mentors, induction year teacher issues, styles of assistance, communication skills, models of effective mentor relationships, evaluating skill levels of new teachers, and critical areas of support. In addition to the two-day training, mentors could access online follow-up tips, tools, articles, and other resources. Academic coaching for mentors training was based on research-based coaching and mentoring models and associated effective practices (e.g., setting parameters, establishing rapport, enhancing speaking and listening).⁸⁷

Administrator training was based on research-based methods for working with mentors/coaches and was presented as a one-day session for principals that covered refining communication skills, building trust among the mentors and beginning teachers, creating collaborative conversations, and establishing learning environments that honor and value mentoring.⁸⁸

Beginning teachers were required to attend orientation and the New Teacher Academy training. The two-to-four-day orientation provided information on districts’ policies and procedures and

⁸³ As reported in District F’s grant application.

⁸⁴ Tucker, G. (2008). *Saving Our Greatest Resource: Helping New Teachers Succeed: Mentor Training Trainer’s Manual*. Author.

⁸⁵ As reported in District F’s grant application.

⁸⁶ Tucker, G. (2008). *Saving Our Greatest Resource: Helping New Teachers Succeed: Mentor and Administrator Notebook*. Author.

⁸⁷ As reported in District F’s grant application.

⁸⁸ As reported in District F’s grant application.

highlighted benefits and Professional Development and Appraisal System (PDAS) training. The New Teacher Academy training was designed to orient new teachers to the profession, Texas curriculum, classroom management, and teacher experience, as well as to highlighted general teaching strategies. District F offered an initial one-week training and plans to offer subsequent trainings each year over the new teacher’s first three years.

During the school year, mentors and beginning teachers participated in several activities, including weekly meetings with each other, mentors conducting observations of beginning teachers, and mentors attending mentor support meetings with other mentors. Mentors kept activity logs, and the program coordinator reviewed each mentor’s activity logs on a weekly basis and provided feedback, as appropriate and as requested. In addition, mentors were provided release time to observe beginning teachers, and the district provides a substitute teacher to cover the mentor classes as needed.

1.3 District F Site Visit

For the case study of District F, the evaluation team visited the district office and four elementary school campuses that were implementing the grant-funded mentoring program. District F interviews and focus groups took place from May 19, 2008 through May 23, 2008. Campuses were selected based on availability and approval from the principal, as well as a research interest in gathering rich data on mentoring programs in elementary schools (see Introduction to the Case Study Report for more information on selection). Interviews were conducted with district administrators, principals, mentor teachers, and beginning teachers. Focus groups were conducted with beginning teachers and mentor teachers in two of the four campuses (see Table I-23). The focus groups at both elementary schools included all mentors and beginning teachers within each campus, some of which had been previously interviewed. This was particularly the case at campuses where there were fewer participating mentors and beginning teachers.

Interviews/Focus Groups	District Office	Elementary School	Middle School	High School	Total
District Administrator/Principal Interviews	4	4	0	0	8
Dyad Interviews	0	24	0	0	24
Mentor Focus Groups	0	2	0	0	2
Beginning Teacher Focus Groups	0	2	0	0	2

Findings from the site visit data collection activities are included in Section 2.

2. Findings

This section describes the findings and themes from the in-depth case study of District F, including discussion of the background of research participants; selection of mentors and beginning teachers; matching between mentors and beginning teachers; mentor/beginning teacher activities; support; program outcomes; cost and sustainability of the BTIM program; and looking to the future.

2.1 Background of Research Participants

Most of the principals and district administrators from District F (about 85%) had over 10 years of experience working in the education field as teachers and administrators. Mentor teachers' years of experience ranged from two years to 37 years, and all mentors were certified in their respective grade-level/subject-area. Most of the beginning teachers were in their second year of teaching, while a small number of beginning teachers had some years of experience teaching in other districts or working as a teacher's aide in District F. Additionally, several of the beginning teachers were in an alternative certification program (ACP).

2.2 Selection of Mentors and Beginning Teachers

Mentor teachers volunteered or were selected by the principal at each individual campus. The principals were able to choose mentors based on their own judgment. Administrators looked for the following characteristics in mentor teachers:

- Willingness to participate,
- Leaders in the campus,
- Organized,
- Knowledgeable,
- Willing to share ideas and materials,
- Positive attitude,
- Good communication skills, and
- Experienced.

In the majority of cases, the principal approached the mentor teachers personally to alert them of the new grant-funded mentoring program and ask for their participation as a mentor. In other cases, mentors were assigned to a beginning teacher or volunteered to participate before being approached. All new beginning teachers at participating campuses were required to participate in the mentoring program. This was especially helpful for beginning teachers coming from ACPs because they were required to have a mentor during their first year of teaching to comply with the alternative certification requirements. In addition to this requirement, principals stated that many alternatively certified beginning teachers needed more support because they did not have the hands-on experience of student teaching.

“The ACP [alternatively certified] teacher needed more work with their teaching techniques; they had no block class background or student teaching experience. They also needed more observing by their mentors.”

-School Principal

2.3 Matching Between Mentors and Beginning Teachers

The principals matched the mentors and beginning teachers using several criteria; the most important of which was ensuring that both teachers taught the same grade.⁸⁹ The principals considered this as important so the teachers could share ideas and lesson plans easily. Since each of the site visit campuses were elementary schools, the same subjects were taught in each grade by all teachers (with the exception of music and physical education). Other factors that contributed to the matching process were proximity of classrooms and personality.

Mentors and beginning teachers stressed the importance of being paired with a teacher that taught the same grade and had the same planning period because it allowed them to meet more often. If the pair taught different grade levels it made it more difficult to find time to meet together. In addition, close proximity of classrooms also facilitated greater interaction because mentor teachers were more accessible when beginning teachers had questions.

2.4 Mentor/Beginning Teacher Activities

Mentors and beginning teachers participated in meetings and observed each other throughout the school year. The mentor/beginning teacher meetings served many purposes. During the meetings, beginning teachers asked questions of their mentors about:

- Classroom management and instructional strategies (including strategies for special needs students),
- Curriculum requirements,
- PDAS observations,
- Developing lesson plans,
- Texas Assessment of Knowledge and Skills (TAKS) guidelines,
- Teacher's Edition textbooks,
- Parent conferences, and
- Grading/progress reports.

Another important function of the mentor/beginning teacher meetings was to reflect on mentor feedback from the classroom observations. District F's mentoring program required mentors to observe the beginning teachers throughout the year; in addition, many of the beginning teachers had the opportunity to observe their mentors' classrooms. After each observation, the pairs engaged in discussions about the observations.

As previously stated, many beginning teachers had the opportunity to observe

"She [the mentor] has helped me a lot throughout the year building our lessons ... We plan a lot of activities or strategies when it comes to math or reading skills. We really sat down and shared resources she's had and new ideas that I've brought from school since I recently graduated. When it came to sharing and planning of lessons, we had a lot of input from each other."

-Beginning Teacher

⁸⁹ Note: All schools in the site visit were elementary schools.

their mentor and other experienced teachers within the campus. The beginning teachers stated that they really enjoyed observing these teachers and learned many valuable classroom management strategies, ideas for innovative lesson plans, and differentiated instruction strategies. Some beginning teachers reported that they appreciated having these more “informal” observations because it prepared them for the “formal” PDAS observations conducted by the campus administration.

Impact of Activities

The program positively affected mentors and beginning teachers, not only professionally, but psychologically as well. Mentors reported learning new ideas from their beginning teachers and indicated that they felt good when they saw their beginning teachers succeed and gain confidence. Beginning teachers reported that mentors provided them with valuable information and advice. Many mentors commented that they noticed an improvement in their beginning teachers’ classrooms, especially concerning classroom management. Mentors and beginning teachers provided the following examples of the impact of their activities on beginning teachers:

- The mentor showed the beginning teacher modifications for a struggling student. The student passed the math TAKS test.
- The beginning teacher learned to be more organized with materials by observing and working with the mentor. The beginning teacher’s organization improved.

“The new teachers seem to be learning a great deal from the mentors. I see growth in our new teachers and some are so strong that I could possibly pair them with a new teacher next year.”
-School Principal

In most cases, the support provided by the mentors was welcomed and well-received by the beginning teachers. In the beginning teacher focus groups, many of the beginning teachers attributed part of their first year success to participating in the mentoring program.

2.5 Support

An important support system was put in place by District F to facilitate the implementation of the mentoring program. Support included training for principals, training for mentor and beginning teachers, the provision of substitute teachers for mentor/beginning teacher observations and professional development, mentor teacher stipends, and other campus-level policies and practices.

“We had four Saturdays [of training] and so did the mentees. We went to the trainings separately. That was the only problem with it; I think they should have had the trainings together. They were teaching me how to be a mentor and teaching the mentee how to be a mentee separately. That was probably the only glitch I felt with the program.”
-Mentor Teacher

District F conducted a Principals’ Academy at the beginning of the year to provide an overview and explain their role in the grant-funded mentoring program. The training was conducted through the district and was available to every principal.

In addition to the Principal’s Academy, District F provided mentor teacher training. As discussed in Section 1.2, the mentor training took place throughout the year and covered information

regarding coaching, mentoring, and associated effective practices. The mentor teachers reported that they enjoyed role-playing in the training, but would have preferred that their beginning teachers were there to have reactions that are more accurate. In addition, one mentor teacher thought the trainings could have been condensed into one or two sessions; feeling that much of the information was repetitive. Another area the mentor teachers reported could be improved was the explanation of how to complete the required paperwork and documentation; many mentors indicated that they would have liked to have more information. However, they did indicate that they appreciated the structure for mentoring put into place by the mentoring program.

District F also understood the additional stress the mentor teachers would be under in their role and provided them with an \$800 stipend. In addition to a stipend, District F provided money to pay substitute teachers to facilitate the observation requirement of the mentoring program. Both mentors and beginning teachers could use the substitutes to conduct observations or to meet with each other.

Other policies and practices were in place at the campus-level to support mentors and beginning teachers. One mentor pointed to the in-service trainings provided to beginning teachers and how those were helpful. Overall, the support for the mentoring program in District F was beneficial to the program participants.

2.6 Program Outcomes

The mentoring program outcomes were largely positive based on the evaluator’s synthesis of the information from all participants. They include strong relationships between beginning teachers and mentors, increased beginning teacher self-efficacy, increased job satisfaction for beginning teachers and mentors, improved retention of beginning teachers, and support for increased student achievement. In most cases, relationships between mentors and their beginning teachers grew. None of the interviewed participants indicated that they did not get along with their mentors or vice versa.

Relationships

Several factors contributed to the successful relationships experienced by the mentor/beginning teacher pairs, the most notable of which was communication. In order to have good communication between the pairs, beginning teachers and mentors believed certain characteristics were necessary. Both parties felt they needed to have an open relationship where they were not judged and they could express how they felt, especially for the beginning teacher to succeed. The mentors stressed that criticism of the beginning teachers should be presented in a positive light and that the mentor should have a positive attitude. Another key to open communication was trust and respect. Once trust was established, the pairs indicated that they shared ideas freely and provided honest feedback. Mentors and beginning teachers also stressed the importance of close proximity; being close to each other

Beginning Teacher: “[My mentor is] fantastic. She is approachable and I can go to her with any concern. We just take care of the issues. I consult with my mentor before I act on anything.”

Mentor Teacher: “We have an open-door relationship. She can come to me for anything.”

-Dyad Interview

within the campus allowed for more opportunities for the pairs to meet.

While communication was critical to building a strong relationship, other key factors played a role. Availability of the mentor was a crucial aspect of success. Many pairs credited having a common planning period to facilitating their relationship by providing time to meet and plan together. In addition, the following characteristics of a mentor teacher were cited as facilitators to an effective relationship:

- Resourceful,
- Experienced,
- Available,
- Guiding,
- Supportive,
- Knowledgeable,
- Open-minded,
- Easy-going,
- Nonjudgmental,
- Encouraging,
- Enthusiastic,
- Friendly,
- Willingness to share, and
- Flexible.

The success of the mentor/beginning teacher relationship is evidenced by the fact that none of the interviewed beginning teachers requested to be placed with another mentor teacher.

Program participants reported that relationships could fail if there was a clash in personalities. If either of the pair were not open to give or receive help and were closed-minded, that could lead to an uncomfortable relationship. However, the biggest barrier for successful relationships in District F was not teaching the same grade level. Some pairs indicated that they taught different grades and this made it harder to share information and lessons because they were not geared to the appropriate age group. Mentors and beginning teachers also cited distance and lack of a common planning period as barriers to an effective relationship. Some pairs did not have the same planning period, which limited the amount of time they had available to meet. In addition, when the pairs' classrooms were not close in proximity, it was more difficult to meet informally when the beginning teacher had questions. Other

“I have known [my mentor] for three years and she is a great teacher and a great role model. I learned a lot from her and applied that to my teaching. The administration was ready and willing to get someone in my classroom to observe me so that I could really get a grasp on what I should be doing in the classroom.”

-Beginning Teacher

factors that were barriers to an effective relationship were:

- Negative criticism from the mentor,
- Judgmental mentor,
- Lack of trust,
- Unwillingness to participate in mentoring program,
- Different teaching philosophies,
- Poor communication skills, and
- Different grade level or subject area.

While challenges existed to building effective relationships, most of the mentors and beginning teachers said their relationships grew into professional, friendly partnerships. Participants often indicated they had good relationships and some even matured into friendships outside of work. As the relationships developed throughout the year and the beginning teachers began to feel more comfortable, their job satisfaction and level of performance increased as well.

Job Performance and Satisfaction

“I feel like a stronger teacher. Overall, it helped my students excel. I’m very grateful for my mentor because now I feel like I can do so much more as a teacher.”

-Beginning Teacher

As the beginning teachers went through the school year and incorporated feedback provided by their mentors (especially concerning classroom management) they reported that they felt they were better teachers because they were more confident in front of students. As one beginning teacher explained, “With my mentor’s guidance I grew into a more confident teacher.” During one of the beginning teacher focus groups, the beginning teachers indicated that they felt that having their mentors there to reassure them and to point out the

positive things they were doing helped improve their teaching capabilities.

Based on the evaluator’s synthesis of information from both beginning teachers and mentors, it seemed that as beginning teachers’ self-efficacy increased so too did their job satisfaction. In the focus groups, the large majority of beginning teachers indicated that they were satisfied with their job. As the year progressed, many felt that the job was less stressful than it had been at the beginning of the school year. Many beginning teachers found the first couple of months to be very difficult and relied on the support from their mentor. As one beginning teacher stated, “I know I would not have made it through the year without a mentor. Work is now fun and enjoyable; I knew I could depend on her [the mentor] for anything. I feel fantastic at the end of the year!”

Many mentor teachers also reported increased job satisfaction because of participating in the mentoring program. Mentors reported that they felt proud when their beginning teachers succeeded or used their teaching strategies within their classrooms. They also stated that it felt good to help someone and build a relationship with them.

Retention

The majority of beginning teachers indicated that they planned to return to the same campus or at least stay within the district next year. Many beginning teachers stated that participating in the mentoring program influenced their decision to stay at the campus or within the district. Some beginning teachers appreciated having a mentor, but were already committed to teaching and their job so they would have stayed regardless of the program. Almost every interviewed participant stated that he or she wanted to return next year.

“It’s very satisfying knowing you helped someone. It’s great to see the new teachers growing in their profession. Those of us that had mentors ourselves were able to turn around and give to someone else.”

-Mentor Teacher

Student Achievement

Mentors and beginning teachers believed that, in many cases, participation in the mentoring program positively influenced student achievement in the beginning teachers’ classrooms. As previously mentioned, beginning teachers indicated that they were more confident, organized,

“Having a mentor has helped me with my students’ achievement. I didn’t have any experience and my mentor helped me with different ideas. My students achieved what they did because I had different ideas from [my mentor].”

-Beginning Teacher

and comfortable. Beginning teachers also learned and implemented new teaching strategies and lesson plans because of the mentoring relationship that students responded to well. Mentors and beginning teachers also noticed that students’ TAKS test scores were improving. In addition, as classroom management techniques improved, beginning teachers saw improvements in student behavior. Once the learning environment improved, the condition for students to learn improved as well.

2.7 Cost and Sustainability of District F’s BTIM Program

A review of District F’s grant application indicates how District F planned to spend grant funds and district matching funds. It is important to note that the expenditures are not included because grantees are able to draw down funds through the grant period of performance; therefore, current funds drawn down by grantees as of this report do not accurately represent actual expenditures spent by the grantee to date. District F budgeted 77 percent of its \$432,813 in grant funds for payroll, which included \$266,400 for mentor extra duty pay (plus \$26,604 in associated benefits) and \$40,809 for substitute pay. In addition, District F budgeted district payroll matching funds for substitute pay. District F was asked about which factors their district considered in determining the amount of the Extra Duty Pay (i.e., stipend) for each mentor during the 2007-08 school year. District F reported that they considered: a) the number of beginning teachers with whom a mentor could be paired, b) the anticipated number of contact hours with the beginning teacher, c) the anticipated number of hours in mentor training, d) the previous amount paid to mentors in the past, e) the district’s ability to continue to pay the

stipend amount beyond the grant project period, and f) other extra duty pay mentors were eligible to receive by participating in other “extra” programs.

District F also budgeted grant funds and district matching funds for professional and contracted services, which were budgeted to pay for mentor training (by TSDC) and administrator training, and funds were also budgeted for supplies and materials to pay for mentor training materials and administrator training materials. Funds were also set aside to cover travel to mentor training under other operating costs. Table I-24 shows District F’s budgeted grant funds and district matching funds by major categories.

Table I-24: District F Budgeted Amounts by Major Categories		
Category	Budgeted Amount	
	Grant Funds (% of total budgeted amount)	District Matching Funds (% of total budgeted amount)
Payroll	\$333,813 (77%)	\$63,000 (89%)
Professional and Contracted Services	\$31,000 (7%)	\$6,000 (8%)
Supplies and Materials	\$56,875 (13%)	\$2,000 (3%)
Other Operating Costs	\$11,125 (3%)	\$0 (0%)
Total Costs	\$432,813	\$71,000

Source: District F Grant Application

As part of the progress report for the period February 1, 2008, to July 31, 2008, grantees were asked to indicate the actual number of mentors who served as BTIM mentors and were paid a stipend for 2007-08 for each campus as of July 31, 2008; the actual number of beginning teachers who were mentored through the BTIM program; the annual stipend amount paid to mentors at each campus; and the average number of hours the mentors spent with new teachers for each participating campus.

District F’s program included 55 mentors and 60 beginning teachers across eight campuses during the first year of Cycle 1. All mentors were each paid \$800 and on average spent one hour per week with beginning teachers across all campuses. District F data are included in Table I-25 for each participating campus.

Table I-25: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District F				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
High School 1	12	12	\$800	1
Elementary School 1*	7	8	\$800	1

Table I-25: Number of Mentors and Beginning Teachers, Mentor Stipend Paid, and Average Number of Hours Mentors Spent with Beginning Teachers per Week by Participating Campus in District F				
Campus	Number of Mentors Served	Number of Beginning Teachers Served	Mentor Stipend Paid for 2007-08	Average Number of Hours Mentor Spent with Beginning Teacher/Week
Elementary School 2*	8	8	\$800	1
Elementary School 3*	12	14	\$800	1
Elementary School 4*	7	7	\$800	1
Elementary School 5	4	6	\$800	1
Elementary School 6	2	2	\$800	1
Elementary School 7	3	3	\$800	1
Total	55	60	\$800(Avg.)	1 (Avg.)

Source: District F 2007-2009 Cycle 1 Grant Progress Report Number 2, August 2008

*participated in the site visit

During the site visit, district and campus administrators were asked about policies, practices, and alternative funding sources that they have or could put into place in order to sustain the mentoring program in case no future grant funds are available, and what these might include. Administrators indicated that it would be very difficult to find alternate funding sources to sustain the grant-funded mentoring program. The district’s grant coordinator stated that maybe there were alternate funds, but was not sure if the district would use the funds for the mentoring program. One principal stated that he/she would shuffle the budget around to have money for mentoring. He/she would reduce the stipend amount and cut the budget for supplies, stating, “I would rather furnish a few less classroom supplies and focus on developing life-long teachers.” Another principal indicated that he/she would search for additional grant opportunities to sustain funding.

2.8 Looking to the Future

District F’s mentoring program was considered successful by most of the participants; however, there were areas that could be improved upon. When beginning teachers were asked what criteria should be part of an effective mentoring program, having more time with their mentors was a top priority on their list. Some beginning teachers would like to have daily meetings with their mentors. They also believed it was important to:

- Match teachers who teach the same grade level,
- Have mentors who have many years of experience,
- Have mentors who are patient and available, and
- Attend a training session with their mentors at the beginning of the year.

When mentor teachers were asked what criteria should be part of an effective mentoring program, they suggested having training sessions with both the mentors and the beginning teachers so everyone understood the program and the expectations. They also wanted the administrators to be more involved in regards to giving guidance and feedback. In addition, the mentors would like there to be less required paperwork since they are already so busy.

