THE ROLE OF INDUCTION AND MENTORING PROGRAMS FOR NEW TEACHERS AT

NATIVE AMERICAN RESERVATION SCHOOLS

by

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ABSTRACT

CHRISTOPHER WILLIAM FRIED: The Role of Induction and Mentoring Programs for New
Teachers at Native American Reservation Schools
(Under the direction of Dr. Mary Alice Varga)

While induction and mentoring programs for new teacher have been a part of education for many

years, there is minimal information on induction and mentoring programs for new teachers in

schools that serve Native American students. The purpose of this study was to examine

induction and mentoring programs on Native American reservation schools to identify what

unique characteristics of support were being provided or were needed for new teachers.

Interviews were conducted with 21 participants in seven schools throughout four school districts.

Participants discussed current mentoring programs and their sources of support, as well as what

areas of support they needed as new teachers on reservation schools.   The study revealed that

there were no formal mentoring programs occurring at this time but the lack of a formal

mentoring program did not indicate a lack of support for new teachers in their school. The

amount and quality of support for new teachers in these schools was tied to good administrative

support and also the ability of new teachers to find supportive relationships with other teachers

or staff members in their school or district. New teachers felt that support in the following areas

would help them during their first years; Indigenous language and culture integration, new

teacher orientation and professional development with follow-up, guidance in building

relationships with students as well as understanding the students and their struggles, and getting

to know the community where the school is located. Implications and recommendations for future research are provided.

Keywords: mentoring programs, induction programs, Native American, reservation, relationships, professional development, orientation, culturally relevant

DEDICATION

This dissertation is dedicated to my wife and best friend Mary and our children Noah, Ellie, Simon, and Peter. Mary, your patience, encouragement and support during this process has been invaluable and appreciated beyond words. Four years later we can get in the car and enjoy a trip without me brining my computer bag full of books, notes, and other materials to work on. Kids, thank you for allowing me to take over a bedroom for over a year and turn it into an office. Thank you for allowing me time to myself to complete this and encouraging me and sometimes doing homework together. My hope is that all of you will find something you are passionate about and follow that passion to happiness. I love you all!

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FIELDS OF STUDY

Major Field: School Improvement

Content Specialty: Adult Learning

TABLE OF CONTENTS

LIST OF TABLES

Chapter One: Introduction

Statement of the Problem

Schools that are considered low performing or in need of improvement are often found in high poverty areas of the United States (Johnson & Birkeland, 2003), including Native American reservations. The poverty rate of Native Americans is almost double that of non-native people (US Census Bureau, 2013). Higher rates of poverty can lead to challenging school settings causing negative statistics such as high dropout rates. Native American students have the highest dropout rate of minority groups in the United States and it is twice the national average (Faircloth & Tippeconnic, 2010). The graduation rate for Native American students is around 72% compared to 83%, which is the national average (US Department of Education, 2016). Many schools on reservations adopt new programs, instructional strategies, curriculum and other strategies seeking to improve their schools. School improvement literature currently lacks research on induction and mentoring programs on reservation schools and the effects that these programs have with new teachers, while studies show that in the classroom, teachers have the greatest impact on student learning and achievement, graduation rates, and classroom atmosphere than any other adult in the school (Koehler & Kim, 2012).

Teachers come to reservation schools from many different parts of the US and the world (Starnes, 2006). Teacher turnover in schools located on reservations, that are considered low performing, is 5.6% (Barnes, Crow & Schafer, 2007) higher than the average school in the United States. When a high rate of turnover occurs at schools, student expectations and

achievement is often lowered while teachers and students become familiar with each other (Ingersoll & Merrill, 2010). Yet at high performing schools, expectations of teachers and students are not lowered when new teachers arrive (Ingersoll & Merrill, 2010). Further, curriculum and programs are not changed every two or three years because test results of the students show little improvement. Much research has gone into curriculum, instructional strategies, and programs at schools (Wilcox, 2013). When teacher turnover occurs on reservation schools, the school must have the capacity to train new teachers through an induction or mentoring program so expectations for the students are not lowered (Starnes, 2006).

A longitudinal study by the US Department of Education in 2015 provided data on 156,000 new public school teachers. These teachers started their teaching career in the 2007-2008 school year and the study followed them through the 2011-2012 school year investigating attrition and mobility during that time. Statistics for this study determined that the turnover rate after the first year of teaching for teachers in towns or rural areas (reservation schools) was 11.9% compared to the turnover rate for teachers in cities or suburban areas which was 8.5% (Gray, Taie, & O'Rear, 2015). Interestingly, after the 2011-2012 school year the turnover percentage was similar between rural areas, 17.5%, and Suburban areas, 17.2%. Teacher turnover was again similar in schools that had less than 50% of students in grades K-12 who were on free and reduced lunches, 9.7%, and schools that had more than 50% of students in grades K-12 who were on free and reduced lunched, 9.8% (Gray et al., 2015). The difference in turnover rate at the end of the 2011-2012 school year did show a larger gap between the two types of schools as schools with greater than 50% free and reduced lunches grew to 18.6% while schools that had fewer than 50% free and reduced lunches grew to 15.7%.

Research shows that teachers have the greatest impact on student performance in the classroom (Ingersoll, 2001; Koehler & Kim, 2012). This can be a negative or positive influence depending on the ability of the teacher. Teachers working in schools that are low performing face more challenges than teachers in high performing schools (Billingsley, Carlson, & Klein, 2004). Becoming familiar with the schools culture and community is a big undertaking for new teachers. Low performing schools have a unique culture and navigation of this culture by new teachers can be difficult. New teachers in schools on reservations are typically not from the reservations. In fact teachers at reservation schools often do not even live in the communities they teach in and commute each day (Starnes, 2006). In a 2005 study by the National Partnership for Teaching in At-Risk schools, it was determined that teachers and staff in low performing schools have the difficult task of working to catch students up to grade level in multiple subjects while teachers and staff in high performing schools need to work to keep students at or above grade level. This extra burden on new teachers make it difficult for them to keep expectations high and to put together high quality lessons for all students (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007).

Purpose of the Study

The purpose of this case study was to explore induction and mentoring support for new teachers at Native American reservation schools in North and South Dakota serving Native American students living in high poverty communities. With a typical influx of new teachers to reservation schools, it is important to examine the schools and new teachers to understand if there are unique circumstances that affect new teachers and their need for support in their first years of teaching in reservation schools.

Research Questions

1. What are the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students?

2. How are schools serving Native American students on the reservations supporting new teachers through mentoring, induction, or other support programs?

Definition of Terms

The following terms were used in this study.

Induction. This term refers to the activities and process necessary to induct a novice teacher successfully and to develop a skilled professional (Sweeny, 2008).

Mentor. This term refers to an experienced teacher who is a role model; teaches, counsels, and supports a less experienced teacher; and transfers his or her skills to the beginning teacher (Sweeny, 2008).

Mentee. This term refers to a teacher who receives mentoring and a brand new teacher with less than 2 years of experience. Protégé, novice, beginning teacher, and new teacher were used interchangeably during this study (Sweeny, 2008).

Mentoring. This term refers to the complex developmental process that mentors use to support and guide their protégé through the necessary transitions that are part of learning how to be effective educators and career-long learners (Sweeny, 2008).

Veteran teacher. This term refers to a teacher that as four or more years of teaching experience (Sweeny, 2008).

Significance of Study

The literature on induction and mentoring programs in education clearly shows a positive impact on new teacher performance and retention if the programs are implemented with fidelity

(Ingersoll & Strong, 2011; Wong, 2004). Research on induction and mentoring has taken place in many different types of schools; public, private, and charter (Lemke, 1994; Smith & Ingersoll, 2004), as well as in schools serving many different populations; high poverty and low poverty, Caucasian, African-American, Latino, rural and urban (Brooks et al., 2012; Warner, 2012). The significance of this study fills a void in the lack of literature for induction and mentoring programs for teachers in rural, high poverty schools on Native American reservations that serve Native American students. New teachers to high poverty schools on reservations already face the challenge of a new setting and community but they also face the challenge of needing to improve students' skills and bring them up to grade level while they are getting to know the students and community (Stansbury & Zimmerman, 2002). The support provided by a school can keep expectations high and possibly prevent more turnover of teachers.

The focus of this study was to analyze what culture of supports, including mentoring and induction programs, reservation schools currently have in place. The target population studied was novice teachers that have one to three years of teaching experience in their respective school districts on a Native American reservation.

A multiple case study design (Yin, 2014) was used to learn more about the support new teachers on reservation schools receive through induction and mentoring programs and the relationship between those that support the new teachers. This multi-case study method was used to examine each school individually to explore what schools have in common and what schools do differently in the induction and mentoring programs. A qualitative approach was used to study the problem and semi structured interviews of novice teachers were conducted to gather information.

Chapter 2: Literature Review

Introduction

Induction programs, when implemented with fidelity, are an effective way of supporting new teachers in school systems by using mentoring as a strong component of the program (Ingersoll & Smith, 2011; Wong, 2004). An effective induction program is "a systematic process that is embedded in a healthy school climate that meets new teachers' personal and professional needs including needs in the psychological domain, including self-reliance, self-esteem, and self-efficacy" (Bickmore & Bickmore, 2009, p. 1006).

Teachers choosing to work in high poverty, low achieving reservation schools where students need a high quality and experienced teacher, are usually novice teachers beginning their teaching career and will, on average, change schools after two to three years (Hall, 2012). Research on the importance of induction and mentoring programs for teachers has been substantial for mainstream schools as well as urban schools that serve both African-American or Hispanic students and families (Achinstein & Athanases, 2005; Brooks et al., 2012; Guin, 2004; Kawell, 2008).

Rural minorities have some of the highest rates of poverty in the nation (Housing Assistance Council, 2012). This is true for Native American families as the high poverty rate in 40 counties across the nation resulted in low income from Native Americans (Beale, 2004). All 40 of these counties were located in areas either currently on reservations or where there had been a historical tribal presence. In the latest population survey conducted by the United States

Department of Agriculture, 31.8 percent of rural Native Americans lived in poverty, compared to 14.6 percent of rural Whites (Farrigan, 2018). Native American communities on reservations also face the issue of having the highest proportion of people living in deep poverty as 75% of those people and families living below the poverty line fall into "deep poverty" (Farrigan, 2018). The link between poverty and reservation communities is well established. Significantly less research and study has been conducted on induction and mentoring programs for teachers in rural, high poverty schools in need of improvement, including Native American schools on reservations, some of the poorest areas in the United States (US Census Bureau, 2013).

Review of Literature

   Induction. Induction is a "comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support and retain new teachers and seamlessly progresses them into a lifelong learning program" (Wong, 2004, p.42). Mentoring is an action and a process that schools use to support their teachers. A mentor is a single person, whose basic function is to help a new teacher (Pollard, 2015). Typically, a mentor helps the mentee survive their first year of teaching and is not part of a sustained program but is a component of a high quality induction program (Wong, 2004). There have been more than three decades of research that support induction and mentoring but research is limited in the fact that the focus is traditionally on the new teachers' perspective of the induction and mentoring process (Ingersoll & Smith, 2011). This often leaves out the other members of the school who are involved including administration and other teachers (Kono, 2012). Veteran teachers see induction and mentoring as necessary programs to ensure that teachers are able to help students acquire the skills they need in the classroom so they do not fall behind their peers (Guin, 2004). Guin also states that there can be resentment from veteran teachers in schools with high turnover

because it can hinder their ability to do their job well if working with new teachers year after year.

Support for new teachers entering into a district is crucial in order to increase the chances that the new teacher will stay with the school for longer than two to three years (Brennman, 2015). Langdon, Alexander, Ryde & Baggetta (2014) and Smith & Ingersoll (2004) provide four key factors for successful induction planning:

1. New teachers who are part of a mentoring program are more likely to stay in teaching.

2. New teachers who are part of a mentoring program are more likely to be committed to teaching and have a greater sense of happiness about their job.

3. The quality of the induction and mentoring program is very important in terms of new teachers continued professional development.

4. An effective and involved school administrator or leader in the mentoring program makes a difference to the quality of new teachers' experiences.

Mentoring. An organized and systemic approach to induction and mentoring creates a positive difference in most cases of a new teacher's experience during their first year of teaching (Bickmore & Bickmore, 2009; Langdon, Alexander, Ryde, & Baggetta, 2014). New teachers in rural, high poverty schools on reservations have less of a chance to be part of a quality induction and mentoring program than their peers in other schools (National Partnership for Teaching in At-Risk Schools, 2005). In these schools, teachers have a burden of multiple responsibilities and often limited resources to use for induction and mentoring programs (Adams & Woods, 2015). Because of these factors, new teachers in these rural, high poverty reservation schools were not as satisfied with the induction and mentoring process than teachers who worked in low poverty, high achieving schools (Langdon, Alexander, Ryde, & Baggetta, 2014).

There are many benefits of high quality mentoring programs. In general, benefits include "increased retention of teachers, improved self-reflection, greater levels of confidence and self-esteem as well as reduced feelings of isolation and increased positive attitudes" (Fantilli & McDougall, 2009, p. 814). If new teachers are paired with trained mentors who are of high quality and are able to receive feedback in a timely manner, their students may receive the equivalent of up to five months of additional learning according to a recent study (Ingersoll & Strong, 2011; Will, 2017). For those teachers who provide mentoring to new teachers, pedagogy is important along with having a multi-level and strong knowledge base (Achinstein & Athanases, 2005). Mentors will be working with new teachers in diversity, equity, content, policies, and procedures so mentors need to know how to support new teachers in these areas as well as others (Ingersoll & Strong, 2011; Smith & Ingersoll, 2004).

Mentoring programs have been available for a number of years, and can be effective if implemented with fidelity (Ingersoll, 2012). Two successful programs include the Connecticut Beginning Educator Support and Training Program (BEST) and the California Beginning Teacher Support and Assessment Program (BTSA). In a report commissioned by the US Department of Education and completed by the National Commission on Teaching and America's Future showed that this was an exemplary program for supporting beginning teachers. The BEST program consisted of mentor and support teams at the district and school level and there was state support in the form of training for new teachers, both online and in a face to face format. The program lasted for two years with a third year option available. People choosing to serve as mentors were awarded with stipends as well as release time from teaching, increased professional development in mentoring, opportunity for career growth as well as continuing education units or credits towards recertification of teaching certificates. Mentors were trained

in various areas before they begin working with mentees and included training in teaching standards, coaching techniques and portfolio assessment. Mentors were granted release time so they may meet with the mentees as well as observe in the mentees classroom. The mentee must be in contact with the mentor and support team for 30 hours at a minimum. The BEST program reported an annual beginning teacher retention rate of 94.3 percent for those teachers who participated in the program (United States Department of Education, 2005).

The California Beginning Teacher Support and Assessment Program (BTSA) was created to improve the retention rate of new teachers in California (Tushnet et al., 2002). The BTSA program was designed for new teachers to be involved for a two year period with an assigned mentor. This was an individualized program that the mentor was expected to tailor towards the new teacher's needs. The mentor also used formative evaluations during the early part of the program to help the mentee reflect on their instruction and skills. Mentors used observation, student work and dialogue between themselves and the mentee. New teachers have benefited from the program from their own statements and the mentors have also benefited in terms of professional growth (Tushnet et al., 2002). The retention survey (2006) of the California's Commission on Teacher Credentialing shows that 92.2 percent of the 2005-06 teachers who participated are teaching after two years and 87 percent of the 2003-04 participating teachers are teaching in their fourth year.

Creating programs. Schools need to build induction programs beyond just the mentoring aspect if they want to truly affect the retention of teachers in their school (Brenneman, 2015). While the biggest components of an induction program are mentoring and administrative support, those two elements alone will not be enough to effect teacher retention (Bickmore & Bickmore, 2009). When other elements of induction are included with mentoring and

administrative support, including consistent collaboration with other teachers, orientation for

new teachers, connecting with other teachers in other schools or even districts, reducing teaching

loads, and providing a paraprofessional, retention of teachers is increased (Bickmore &

Bickmore, 2009; Fantilli & McDougall, 2009). School climate also plays an important role in

effective induction. Schools that have a healthy climate have a better chance of creating

successful induction programs than do unhealthy schools (Wong 2004). A healthy school

climate includes the following characteristics as outlined by Bickmore & Bickmore (2009) and

Parker (2010);

    1.   Alignment of actions with school or district goals

    2.   Collaboration and collegiality between staff and administration.

    3.   A positive work environment.

    4.   Providing enough resources for teachers to teach effectively.

    5.   Allowing teachers to have input into decision making in things that affect them.

Currently there is insufficient research to support the alignment of these characteristics of a

healthy school climate with successful induction and mentoring programs for high poverty

reservation schools.

     As part of the induction process, choosing a mentor for the new or beginning teacher is

an important task (Ingersoll & Smith 2004; Parker, 2010; Wong, 2004). Carefully pairing

veteran teachers with beginning teacher can help to accelerate induction to the profession and

help new teachers become familiar with their school (Parker, 2010). It is best if new teachers are

matched with someone in their discipline and in their school building (Wong, 2004). This

provides a greater opportunity for collaboration and for the new teacher to get their instructional,

informational, and emotional needs met. Pairing new teachers with mentors in similar grade

levels and content is the best possible match, although typically does not occur in rural areas, (Parker, 2010), where many reservation schools are located. In these cases pairing new teachers with a mentor in a similar grade or content area may be the best and only possibility.

The role of a mentor in working with new and beginning teachers can vary from school to school (Brenneman, 2015). From the mentors perspective, the most important part of the mentoring program include what role the mentor plays, what the expectations are from administration about the mentoring relationship, and how important the mentor feels the program plays, which determines how involved the mentor will be in the program (Russell & Russell, 2011). Mentor relationships have been viewed in the past as the mentee being subservient to the mentor, meaning the mentor has experience and advice that the mentee is looking to acquire (Ingersoll & Strong, 2011). Russell and Russell (2011) indicated the importance of the mentor providing guidance for the mentee as the most important factor in the mentoring process, but often the mentor feels unsure of what their expectations are as a mentor, leaving the relationship between the two to chance at best.

The state of Alaska created a non-mandated mentor program aimed to attempt to narrow the achievement gap between Native American students and their counterparts as well as retain teachers in their rural communities. "At the request of the school district the program provides an experienced Alaskan teacher as a mentor to early career teachers and the mentor communicates weekly through distance technology and monthly visits to observe classroom practices. The program also provides a formative assessment system, intensive ongoing professional development for their mentors and an approach that connects all work to helping teachers meet teaching and cultural standards" (Adams & Woods, 2015, p. 252).

Training. Training is necessary in order to become an effective mentor in an induction program (Darling-Hammond, 2008; Kutsyuruba & Walker, 2015; Ingersoll & Smith, 2011, Wong, 2004). During training mentors should become aware of what their role as mentors will be. In addition mentors will need to know what additional skills will be developed, especially related to interpersonal relationships and creating involvement with other groups of teachers (Heirdsfield, Walker, Walsh, & Wilss, 2008). Mentors who were conscious of their approach and kept the process encouraging and supportive were able to build capacity and rapport with mentees (Heirdsfield et al., 2008)

Several scholars (Heirdsfield et al., 2008; Ingersoll & Strong, 2011) believe and claim that a larger effort should be created to focus on effective mentoring programs and induction programs in order to create more opportunities during a teachers first several years of teaching to help combat teacher turnover and early-career attrition (Kutsyuruba & Walker, 2015). Focusing on the early years of teaching and providing effective support allows new teachers to thrive and develop into teacher leaders, rather than focusing on surviving in the profession (Kutsyuruba & Walker, 2015). "Ultimately teachers will stay at schools where they feel supported, successful and part of a team that is working towards the achievement of common goals" (Kono, 2012, p. 133). Without an affective mentoring program, continued struggles with teacher retention and student achievement are likely to continue (Grossman, 2012).

Professional Development

Induction and mentoring programs rely on professional development of mentors as well as mentees to be successful (Smith, 2004; Wong, 2004). Professional development at schools is planned around many different topics including curriculum development, technology, safety, community needs, and requirements by state or federal governments (West, 2002). Learning to

teach takes time, support and direction at the beginning of a teacher's career, as well as throughout their career. Professional development for new teachers should promote continuous improvement over the teacher's career and especially during the first several years of a teacher's career (Koehler & Kim, 2012). Schools and districts must find ways to provide ongoing, appropriate professional development that provides follow-up and helps to keep teachers from leaving schools and the teaching profession (Strawn, Fox, & Duck, 2008).

A component of many successful teachers and mentoring programs is reflective practice (Koehler & Kim, 2012). It is critical that teachers have time to process and evaluate what they do in their classrooms and it is a crucial component for school improvement (Darling-Hammond, 2008). Instructional planning, using reflective practice and collaboration, leads to the ability to develop high quality instruction as well as enhancing student learning, creating a more rigorous curriculum and keeping students connected to the school, especially for minority students (Atkins, Fertig, & Wilkins, 2014). This in turn keeps teachers expectations of students at a high level. Teachers typically meet in teams or committees and adding reflective practice into these groups makes it easier for teachers to use reflective practice as a best practice (Darling-Hammond, 2008).

While reflective practice is critical for teachers to use, it is especially important for new teachers who need a better understanding of instructional strategies and curricular issues (Pollard, 2015). Many professional development sessions at reservation schools are mandated and typically offer no follow up (Craig, 2014). This is especially difficult for schools that are considered high poverty and in need of school improvement, which include a majority of reservation schools, because the achievement gap continues to expand (Kono, 2012) Creating and sustaining effective teachers is an effective way to work to close the achievement gap

(Barley, 2009; Brooks et al., 2012). In high poverty reservation schools, professional development often does not have adequate resources or quality compared to low poverty schools but reflective professional development can be a sustainable substitute for the often ineffective professional development (Pollard, 2015). Students have a unique set of talents and challenges that teachers need to consider in developing lessons and the development of reflective practices allows new teachers to make instruction robust, curriculum rigorous, assessments more probing and engage students more often (Darling-Hammond, 2008).

Expert Teachers. Research shows that the greatest single factor of student achievement and success in the classroom is the teacher (Ingersoll & Smith, 2011; Wong, 2004). Expert teachers' help students grow academically but research indicates that the majority of expert teachers do not teach for more than three years at high poverty, low achieving reservation schools (Parker, 2010). An expert teacher is "someone who develops their expertise within three to five years of teaching and is relatively more in control of their own learning environments and engage in more deliberate practice, pedagogy, instruction and often defy the environments in which they work" (Amrein-Beardsley, 2012, p. 2).   Students that have expert teachers in their classroom can expect to obtain a minimum of a full grade level of academic gain during a school year but most students will acquire more, especially at a high poverty school (Borman & Dowling, 2008). Amrein-Beardsley (2102) noted that 99% of teachers identified as expert in Arizona taught in schools that met adequate yearly progress (AYP) and 1% taught at underperforming schools while none of these expert teachers taught in a reservation school. Recruiting and keeping expert teachers at these schools is a challenge but it can be done. Amrein-Beardsley (2012), Borman and Dowling (2008), and Elfers (2006) identified potential factors that would help to bring expert teachers to high needs schools including;

1. Higher salary with potential growth and incentives for highly qualified teachers

2. Safe school community, environments, neighborhoods and community support

3. Smaller class sizes, access to resources, reasonable teaching assignments and guaranteed preparation time throughout the school day

4. The administrator's vision for the school and professionalism as well as mutual respect between principal and teachers

5. Professional development opportunities, teacher leadership opportunities, collaboration with other teachers and encouragement by teachers of higher order and critical thinking skills

6. Good student behavior, strong parental involvement, support to teach English language learners in the classroom and special needs students, how student discipline issues are handled

7. Achievement on standardized tests and importance placed upon these tests, the extent to which tests scores are part of the teacher evaluation system and make data-driven decisions

8. How much administration shows concern about the teachers and students in the school and how much teachers care about their colleagues and students in the school

Three of these factors are directly related to induction and mentoring programs: professional development opportunities, caring atmosphere of school between teachers, colleagues, students and principals, and mutual respect between teachers and school professionalism. Quality mentoring and induction programs help to create expert teachers and also help keep expert teachers at high poverty, low achieving schools (Behrstock-Sherratt, Bassett, Jacques, & Olson,

2014). Current research does not demonstrate a link between expert teachers staying at reservation schools and induction programs.

      Resiliency. Effective teachers at high poverty schools also develop resiliency in order to stay in the teaching field (Brunetti, 2006). Resiliency is the ability of someone to enable themselves to rise above adversity (Doney, 2013). Teachers need to be resilient in their profession and find ways to relax when stress occurs. The interaction between stress and protective factors is the driving force of the resilience process to stimulate a response from the teacher to counteract the negative effects of stress (Brunetti, 2006; Doney, 2013). The building of resiliency is not something that anyone can do, there has to be a significant event in order for resiliency to be built in an individual. In order for someone to be considered resilient, a significant stressor related to their development, has to have occurred in order for the building process to take place (Doney, 2013).

      There are several resilience strategies that apply to teachers that can help them in their teaching career; "these include help-seeking, problem-solving, managing difficult relationships, and seeking rejuvenation/renewal" (Castro, Kelly, & Shih, 2009, p. 624). Castro and colleagues (2009) discussed how asking for help as a beginning teacher is difficult because new teachers want to appear as if they know what they are doing. Eventually new teachers will ask for help as a way of self-preservation and as a way to establish their own resilience. Often mentors are placed into these situations to help new teachers and if implemented correctly can provide a great deal of support (Gallucci, Lare, Yoon, & Boatright, 2009; Lozinak, 2016). In some cases though a mentor, if not trained, can fail to provide meaningful support and in these cases new teachers sought out their own mentors to help them (Castro et al., 2009)

Problem solving in education is something that occurs daily for teachers. Problem solving techniques don't always require help from other people, but teachers approach problems by using trial and error, talking with others, and exploring alternatives (Brunetti, 2006). The most common approach to problem solving is trial and error because teachers appear to try and figure things out on their own before they go and ask for help (Castro et al., 2009). Talking with others to solve problems is the approach where teachers work with other colleagues to help solve a problem (Castro et al., 2009). The last approach, researching alternatives, begins with inspecting the children and struggles they have and creating a specific process to search for solutions (Castro et al., 2009). The experiences in solving problems, helps lead to increased resiliency levels for teachers and is a part of exceptional mentoring and induction programs (Brennman, 2015).

Relationships and Stress. Induction and mentoring programs implemented with fidelity incorporate stress management into their programs (Warner, 2012). Teachers handle relationship issues on a daily basis including irate parents, disagreements with administration and other teachers as well (Castro et al., 2009). When required to work together with other adults and conflicting points of view arise, teachers seek buffers and allies or try to avoid encounters with difficult staff members (Kono, 2012). If the difficult relationship is with challenging parents, teachers will often reach out to their colleagues who they trust for support (Kono, 2012).

Teachers who have experienced stress and have handled it successfully build resiliency and the ability to survive more stressors in the teaching profession (Sass, Deal & Marin, 2011). In research completed by Doney (2013), he indicated that the most common stressors for teachers were the pull between family and career, extra-curricular activities, teaching multiple preps, and a feeling of loss of control over personal time. This is also supported by the notion

that a lack of support from administration is more of a stressor for teachers than are negative

interactions with students (Sass et al., 2011). Teachers very often work after their contracted

time to complete the requirements of their job. Often this work is done at home, on personal

time, when time could be spent with family members. This often creates feelings of guilt by the

teacher and can lead to stress. Teachers will take on extra-curricular activities to make extra

money or provide opportunities for students to participate. Depending on the activity, it can

create stress for the teacher because of the time that is put into the activity, taking away from the

preparation time for their classroom (Ingersoll, 2001; Sass et al., 2011).

Teacher workload can be a stress factor because they can often include "an array of tasks

that are not limited to instruction including learning new teaching approaches, keeping current of

technological improvements, faculty meetings, and parent and community commitments" (Sass

et al., 2011, p. 202). Besides these non-instructional stressors on teacher workload there are also

stressors related directly to instruction in the classroom. Teachers in rural and high poverty

schools often have to prepare for multiple courses because they may be the only English or math

teacher in the school and have to teach all the grade levels (Barley, 2009). This means that

teachers can have one preparation hour per day but have to prepare to teach five or six different

classes every day. Teachers who work in schools on reservations serving Native American

students, which are typically rural as well, can feel isolated due to stress of moving to a new

community and being surrounded by a completely different culture than their own (Adams &

Woods, 2015).

Efficacy. Teacher efficacy may influence how teachers instruct in the classroom as well

as how they regard their surroundings in their school. Perceived efficacy is a predictor of teacher

success (Sachs, 2004). A teacher's efficacy is basically how well they believe in their ability to

promote students and their learning (Protheroe, 2008).   Teachers that have low self-efficacy consider their surroundings as dangerous or unsafe and then focus on their lack of skills in handling this situation and then amplify the seriousness of potential risk (Sass et al., 2011). In this type of situation where teachers don't have the confidence in their own ability to promote students and their learning, difficult situations in the school may become troublesome for the teacher (Brunetti, 2006). This low self-efficacy can also lead to strain and burnout of the teacher leading them down the path of changing schools or professions (Johnson & Birkeland, 2003).

As new teachers, self-efficacy is not something everyone has (Brooks et al., 2012). Teachers do have the ability to develop a sense of efficacy through vicarious experiences with other colleagues and social persuasion through feedback that highlights ways to improve a specific behavior or strategy (Protheroe, 2008). As teachers create that sense of self-efficacy they can collectively begin to feel that they have the ability to teach all students. "Teachers who believe they can teach all children in ways that enable them to meet these high standards are more likely to exhibit teaching behaviors that support this goal" (Protheroe 2008, p. 43). With a group of teachers at a school who believe and exhibit behaviors similar to this, they can get through to even the most difficult students. A student's ability to learn and be engaged is strengthened when the environment has low amounts of stress and the teachers has a strong sense of self-efficacy (Sass et al., 2011). Building self-efficacy is another component of a high quality induction and mentoring program (Brennman, 2015).

Teacher Turnover

A study conducted by Cotton (1987) determined that schools on the Pine Ridge Reservation in South Dakota had a 41% turnover rate for new teachers. Schools where 75% or more of their students are on free and reduced lunch, see 12.2% of their teachers leave to another

school while 9.8% leave teaching all together (Goldring, Taie, & Riddles, 2014). Schools on reservations fall into this category with a large proportion of their students on free and reduced meals.

A longitudinal study by the US Department of Education in 2015 provided data on 156,000 new public school teachers. These teachers started their teaching career in the 2007-2008 school year and the study followed them through the 2011-2012 school year investigating attrition and mobility during that time. Statistics for this study determined that the turnover rate after the first year of teaching for teachers in towns or rural areas (reservation schools) was 11.9% compared to the turnover rate for teachers in cities or suburban areas which was 8.5% (Gray, Taie, & O'Rear, 2015). Interestingly, after the 2011-2012 school year the turnover percentage was similar between rural areas, 17.5%, and Suburban areas, 17.2%. Teacher turnover was again similar in schools that had less than 50% of students in grades K-12 who were on free and reduced lunches, 9.7%, and schools that had more than 50% of students in grades K-12 who were on free and reduced lunched, 9.8% (Gray et al., 2015). The difference in turnover rate at the end of the 2011-2012 school year did show a larger gap between the two types of schools as schools with greater than 50% free and reduced lunches grew to 18.6% while schools that had fewer than 50% free and reduced lunches grew to 15.7%.

One factor in this study that transcended where the school was located and free and reduced meal count was if new teachers were part of an induction or mentoring program. The study shows that after the first year, 2007-2008, turnover for beginning teachers who had a mentor was only 8.4% compared to teachers who did not have a mentor, which was 16.4%, (Gray et al., 2015). By the end of the 2011-2012 school year the percent of turnover had grown

to 14.5% for those teachers who had a mentor compared to 28.6% of those teachers who did not have a mentor (Gray et al., 2015).

Types of schools. The type of school where teachers work at also has an impact on teacher turnover. Schools that have higher rates of turnover include those considered to be high poverty, based on student numbers of free and reduced meals, small schools based upon the number of students attending the school, a high numbers of minority students who are enrolled in the school, a high number of inexperienced teachers working at the school, and urban schools (Keesler & Schneider, 2010). All of these are characteristics of reservation schools serving Native American students. "Higher teacher attrition occurs in minority schools as compared to counterparts and poverty is also a contextual factor, since many high minority schools are located in low income communities. As a result, teacher retention in high minority, low income schools, is of great concern"(Sass, Flores, Claeys, & Perez, 2012, p. 3).

Student characteristics also play a factor in teachers leaving a school.   Schools that have a higher number of student discipline problems such as classroom misconduct or violence, and poor student motivation, have higher turnover rates (Tehseen & Ul Hadi, 2015). In schools with poverty rates over 50%, as determined by free and reduced meals, there are characteristics of students and the school that affect teachers leaving. Some of the most significant reasons include the amount of time support is available for students to learn at home, the type of the support available to meet students' needs, the amount of resources available to support meaningful professional development (which is a part of induction programs), responsiveness of students to teaching and school, and the ease of communication and participation of parents in children's learning and in school (Elfers, Plecki, & Knapp, 2006).

Teachers at high poverty schools have some similar characteristics. Some of the more significant reasons to stay at their school included what their teaching assignment was, staff with whom they felt comfortable working with, geographic location, stability of the teaching assignment and the cohesiveness with the other teachers in their school (Elfers et al., 2006). Teachers work on building relationships with the students to show that they care and on the development of students' self-image in both the social and academic setting (Pawlak, 2008). Effective teachers understand and validate student backgrounds, culture and language and relate instruction to real-life experiences (Pawlak, 2008; Poplin et al., 2011). These are things that are important for teachers to establish in order to be effective teachers with students in high poverty schools. Amrein-Beardsley (2012) noted other characteristics identified for keeping teachers at schools, and specifically high poverty schools, were higher salaries, smaller class sizes, strong student discipline, opportunities for advancement, less paperwork, mentors and higher standards.

It is worthwhile to consider some of the major characteristics of teachers who work with students in high poverty rural schools, including reservations. On the Standing Rock Indian Reservation, 73% of the teachers are white, 25% of the teachers are Native American, and 2% of the teachers are other nationalities. Research shows that the presence of minority teachers in the classroom where minority students are present improves outcomes for those students because the teacher is a role model for the students (Atkins, Fertig, & Wilkins, 2014)

The teacher preparation programs for a majority of pre-service teachers are led by white middle class instructors who may not have a lot of experience in working with minority students or in high poverty areas (Kawell, 2008) In a recent study, 94% of minority teachers want to use culturally relevant and responsive instructional strategies in their classrooms to recognize the different cultures that are present, but feel constrained by accountability measures such as AYP,

pacing plans, mandated curriculum, and program improvement (Achinstein & Ogawa, 2012).

The teachers are working to connect with students and it is a characteristic that has shown to

work in closing the achievement gap for students who are struggling (Adams & Woods, 2015).

Literature regarding the connection of induction and mentoring programs and the development of

culturally responsive instructional strategies on reservation schools is not currently available.

Leaving Schools. Many reasons have been discussed and researched but in general

teachers acknowledge social, demographic, and economic reasons for leaving schools but do not

target low salaries and the school's or district's working conditions as reasons indicated for

teachers leaving schools (Amrein-Beardsley, 2012). In a study conducted on teacher attrition

and mobility during the 2012-2013 school year, 8% of teachers left high poverty schools the

previous year. About half, 51%, of those teachers said that the manageability of their workload

was better in their new school and that their general working conditions were also better

(Goldring et al., 2014). Teachers in rural areas have different reasons for leaving which include

low salaries and social isolation as well as inadequate housing, poor community demographics,

and demanding teacher loads (Amrein-Beardsley, 2012). Teachers who leave high needs schools

often end up leaving due to poor facilities, leadership, professional development opportunities,

and lack of involvement in decision making (Amrein-Beardsley, 2012). Reservation schools are

typically rural in nature and labeled as high needs, as well as located in high poverty

communities (US Census Bureau, 2013).

Research also indicates that teachers not only leave schools that are high poverty but

those schools also have a high population of minority students (Scafidi, Sjoquist, &

Stinebrickner, 2005). Teachers who have multiple grade levels, such as combined 1st and 2nd

grade classroom, as is sometimes the case in reservation schools, is also a likelihood that will

cause teachers to leave a school (Adams & Woods, 2015; Ingle, 2009). A study conducted by Johnson and Birkeland in 2003 determined that teachers do not always leave high poverty schools because they want to teach in wealthier schools but rather that the poor schools are ill equipped to support new teachers in their beginning years of teaching, such as with an induction program or a mentor. While current research does not exist about the reasons teachers leave reservation schools, it can be inferred that teachers leave reservation schools for the same reasons that teachers in rural and high needs schools leave.

Theoretical Framework

In 1986, Laurent Daloz created a model for mentoring based upon his work and experience in adult education. Within this model there is a context of support and challenge between a mentor and a mentee. Where support from the mentor is low, there is less opportunity for the mentee to challenge themselves and grow professionally causing the mentee potentially turn away from the mentor (Daloz, 1986). Daloz continues to explain that if support in the mentoring relationship is strong, new knowledge and professional growth is possible for the mentee.

Cognitive dissonance is an underpinning of Daloz's work as discussed in research completed by Rosalind Rice in 2006. Daloz (1986) and Rice (2006) discuss conflict as a way of ensuring continuous improvement and administer it in the mentor and mentee relationship where the mentor challenges the teacher's thinking and critiques their preconceptions and assumptions. This is consistent with the belief that "learners' preconceptions and expectations are a major influence on their subsequent learning" (Rice, 2006, p.18). New teachers have preconceptions and expectations about their new positions and schools, some positive and some negative depending upon the school (Fantilli & McDougall, 2009).

New teachers to schools on Native American reservations have a variety of preconceptions and expectations based upon what they did or did not learn in their university preparation programs along with previous exposure to reservation schools and communities (Pavel, Banks & Pavel, 2002). These experiences and their preparation will influence the new teachers learning as well as how mentoring and support will influence the support and challenge theory.

Conclusion

Very few studies have been completed studying the correlation between induction and mentoring programs and schools on reservations working with Native American students (Adams & Woods, 2015). The research indicates that effective mentoring and induction programs can lead to significant differences in the ability of new teacher who participate in said programs, compared to those who do not participate (Stanuils, Little, & Wibbens, 2011). Therefore, the current lack of research in the area of high quality induction and mentoring programs in schools on reservations serving Native American students, leads to the conclusion that current induction and mentoring strategies need to be explored within the framework of supporting and challenging the new teachers in their learning and in their preconceptions and experiences.

Chapter 3: Methodology

Research Questions

1. What are the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students?

2. How are schools serving Native American students on the reservations supporting new teachers through mentoring, induction, or other support programs?

Research Design

This study utilized a qualitative multi-case study method research design. Evidence from a multi-case study is often considered more hardy and compelling than a single case study (Yin, 2014). Interviews of new teachers (1 to 3 years in the district) from schools on a Native American reservation in North and South Dakota were conducted. Replication logic was used in the design of the research because two things can occur. Either similar results will occur between cases or else contrasting results for anticipatable reasons will occur (Yin, 2014). Interview questions based off of the current literature and research, cognitive dissonance, and around mentoring and induction practices have been developed (Appendix B). Close attention was given to identifying the characteristics of induction and mentoring programs, along with new teachers preconceptions and expectations as an influence on their learning during the mentoring and induction program provided by the school (Daloz, 1986; Rice, 2006). Participants were interviewed in person and all interviews were recorded with their permission. The interview

were analyzed without missing any information and the participant's opinion was not misrepresented. Notes were taken during the interview to compare with the recording and as a backup. Transcription of each participant's recording took place searching for themes individually, themes as a school, and themes across the different schools on the reservations. A copy of the transcription was provided for each participant for their review to ensure accuracy of the interview.

Selection of Schools

There are nine schools located on the Native American reservations where the research was completed. One school is located on the western edge of the reservation and is comprised of 75% white students and 25% Native American students. This school does not fit into the category of a school on the reservation that serves a majority of Native American students and was excluded from the study. One school is a very small parochial school of 40 students who are taught by Catholic nuns. The school has very few teachers and because of the number of students and that they are a private Catholic school, compared to a public school, their information may be identifiable and therefore were excluded from the study. That left seven possible school districts on the reservation in which research was to be conducted. School administrators and teachers were presented with an outline of the proposed research and written permission was obtained from the superintendent of each school district before recruitment of new teachers began.

Participant Selection

The school administrators helped identify teachers who have been with their school for three years or less. The teachers were contacted initially through email to inform them about the research and what it entails. An outline of the study was provided to each potential participant as

well as assurances that their identification will not be identifiable in the report of data. An initial

introduction of the proposed research was presented to teachers at a reservation wide

professional development symposium where many schools on the reservation attended.

Participants were recruited on a voluntary basis.

Data Collection

Data was collected through semi-structured personal interviews (Creswell, 2007).

Participants were interviewed in person and all interviews were recorded with their permission

so as to be analyzed fully without missing any information and to be sure the participants'

opinion was not misrepresented. Notes were taken during the interview to compare with the

recording and serve as a backup. Transcription and coding of each recording and notes took

place inspecting them for themes as individuals and as a school. Once each school's data was

compiled, the data from each school was compared, examining them for similarities and

differences.

Interviews

Interviews were semi-structured and completed at the selected schools with the

participants who agreed to be involved in the study. Using a semi-structured interview allowed

for exploration of themes that were not anticipated at the time the interview questions were

developed (Creswell, 2007). Interviews consisted of 14 questions and lasted no longer than one

hour. Interviews took place in a location free from distractions and during a time that was

convenient for the participant (see Appendix C). Locations include their classroom or meeting

space at the school in which they work, during their preparation time or before and after school.

Participants were also welcome to conduct the interview off campus at a secure location of their

choice but none of the participants chose that option. Interviews were labeled with an

identification number that had no connection to the participant to ensure their identity was protected. Interview documents are stored in a secure file cabinet in the researcher's office. Electronic documents are stored on the researcher's laptop and backed up on a flash drive, also stored in the researcher's office. The interview documents were not placed into an online or web based program to ensure the security of the documents and confidentiality of participants.

Data Analysis

After interviews were completed analysis on the recordings and notes began with open coding, searching for major categories of information and transitioned to axial coding for specific themes or categories (Creswell, 2007). During analysis and coding of the interviews, special attention was given to the context of supporting and challenging new teachers in the mentor and mentee relationship. Specifically looking for the type of support provided by mentors or if no mentor was present or what support the school provided. New teacher preconceptions and expectations about teaching on the reservation were analyzed within the framework of cognitive dissonance, examining teacher beliefs against their behavior.

A cross-case synthesis was used to analyze the multiple cases in this research using creation of word tables displaying data from each school into several uniform categories (Yin, 2014). The cross-case synthesis allowed for a comparison of similar or dissimilar findings amongst the schools and for better interpretation of the data to be able to report the findings. Cross-case synthesis also extends the expertise of the researcher to multiple cases and prompts new questions as well as increases imagination (Yin, 2014). This analysis allowed the research to be compared from more than one setting, school or community to look for differences and similarities.

Transferability and Trustworthiness

  Trustworthiness. The importance of validity and credibility in research comes down to one question, the qualitative investigator's equivalent concept, i.e. credibility, deals with the question, "How congruent are the findings with reality" (Shenton 2004, p. 224)? To make research trustworthy it needs to match what is really going on in the schools and people that are being studied. There are many ways to add trustworthiness to a qualitative study and the following were used based off Shenton's (2004) research in his article *Strategies for ensuring trustworthiness in qualitative research projects*

  1. First an adoption of well-established research methods in qualitative investigation and in information science in particular. Research by Yin (2013) recognizes the importance of ensuring correct operational measures for the concepts being studied. Which relates directly to established research methods.

  2. The second component was to develop an early familiarity with the culture of the schools before the first interviews begin. This is important to build trust and respect among those who will be participating in the study.

  3. Thirdly participants selected for interviews, focus groups, surveys and other data collection tools were volunteers to ensure that people were not being chosen because they may answer questions one particular way. All participants who volunteered were included in data collection.

  4. The fourth and one very important strategy is triangulation. Triangulation involves the use of a variety of sources. One way of triangulating is using data sources. "Individual viewpoints and experiences can be verified against others and, ultimately, a

rich picture of the attitudes, needs or behavior of those under scrutiny may be constructed based on the contributions of a range of people" (Shenton 2004, p. 65).

5. The fifth strategy was a peer review of the research project, including critical friends' workgroup and other peers.

6. The last strategy was member checks. Checking with the people that participated in the interview process through a transcribed piece of work so they knew that it reflected exactly what they said and was not misinterpreted.

Six of Shenton's strategies were included in this research study. Established qualitative research methods based upon Creswell (2007) and Yin's (2014) research guide the study while research by Daloz (1986) and Rice (2006) in teacher mentoring and new teacher preconceptions and expectations provide the framework for the research.

Familiarity with the culture of the organizations was already established as the researcher has previous experience with all of the schools in the study through a working relationship with each school, administration, and teachers. A sense of trust was established to allow the researcher to interview teachers in the schools without worry in what will happen with the information. Bias of the researcher may exist as the researcher worked for nine years in one of the schools and supervises student teachers in three of the schools. The potential personal bias was balanced through the trustworthiness components that were built into the study.

The second strategy that was used was voluntary participation in the study. Administrators provided a list of teachers to the researcher and the teachers were contacted and informed about the study. Participation by the teachers in the study was voluntary and no one was forced to participate or was excluded because of their answers or beliefs.

A critical friends' workgroup was created through colleagues at the researchers work as well as peers in the field at other colleges and K-12 schools. These colleagues read and reviewed the project for accuracy and added a layer of trustworthiness to the study.

Lastly, each teacher who was interviewed was provided a transcribed copy of their interview to ensure accuracy of the information presented. Teachers were provided a copy through email and had the opportunity to respond and change any misrepresentation of their interview.

Another important piece of the trustworthiness of the research was how transferable it can be to other studies or settings. Unfortunately the findings of qualitative research are usually specific to a small environment that is studied and can be very difficult to demonstrate that the findings and conclusions would be able to be replicated in other situations and populations (Shenton, 2004). The research produce an outline for the same type of research to be done in a different setting as a way to find results unique to the setting it is applied to.

Trustworthiness is important in the reliability of qualitative research. In order to address the trustworthiness and dependability issue, the research project was very detailed and the process used during the work was clearly laid out so future research can duplicate the process, although not requiring the same results (Shenton, 2004). This is like a plan that is laid out so anyone who picks it up can do it. To accomplish this, the following steps were taken.

1. First the research design and its implementation were laid out in great detail so that nothing was left out.

2. The second step was the operational detail of data gathering. Each step of research that was done in the field was documented. This is important because of the ability to see how the work was done while gathering data.

3. Thirdly there was a reflection of the process of the research, evaluating the

effectiveness of the process of questioning that was undertaken. Reflection shows that

time was taken to review and examine all pieces of the project to ensure that things were

done correctly and bias did not creep into the project.

The research design was laid out in detail earlier in this chapter including the design of

the research as well as selection of schools and participants to the interview questions. Each

participant was provided with an informed consent form that explained in detail the process of

the research. This form is Appendix C.

During each interview of teachers in the field, notes were taken on time of the interview,

location of interview, length of interview and any unforeseen events that arrived before, during

or after the interviews. These details were reviewed to determine how information was gathered

and evaluate if outside influences took place during the interview process. The gathering of this

data allowed the researcher to reflect on the process of the interviews and to ensure the reliability

of the interview process in the research. Reflection also took place during the transcription and

coding process as interviews were transcribed and returned to the interviewee for accuracy.

Coding of the interviews took place twice during the analysis section of the research and was

another form of reflection on the research process.

Limitations

Limitations included small sample size because of the small size of the school districts on

the reservation where the research was conducted. The other limitation that was faced was the

personal bias of the researcher. The researcher worked for nine years in one of the schools and

currently supervises student teachers in three of the schools. The potential personal bias was

balanced through the trustworthiness components that was built into the research.

Chapter 4: Results

The purpose of this case study was to explore induction and mentoring support for new teachers at Native American reservation schools in North and South Dakota serving Native American students living in high poverty communities. A 14 question semi-structured interview was created and used with each teacher who participated in the study. The interview questions were designed to answer the two research questions as well as gather demographic data about the teachers.

Restatement of Research Questions

1. What are the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students?

2. How are schools serving Native American students on the reservations supporting new teachers through mentoring, induction or other support programs?

Data Analysis

Recruitment. Superintendents and principals at each school and district were in support of the study and were contacted through email for approval to proceed in contacting new teachers in their respective districts. New teachers were identified in each of their schools and districts and I was allowed to contact them through email. Two districts had only one new teacher who qualified for the study and two of the larger districts had over 15 new teachers who qualified. A total of 52 teachers in the seven districts were eligible to participate in the

interviews. Twenty-one teachers participated in the study resulting in a 40% participation rate as well as a participation rate of 57% from the districts, with four of seven districts having teachers involved in the study.

    Interviews. Location of interviews was determined by the participants. Multiple options were provided by the researcher which included at the participants respective schools during their prep periods or after school, at the researcher's office, or any other place where the participants felt comfortable. All of the 21 participants choose to conduct their interviews at their schools in their classrooms. After participants agreed to an interview the researcher emailed the list of questions to reduce anxiety about the interview as well as provide participants time to reflect on their answers to some of the more complex questions. The interviews were recorded for accuracy and were sent off to be transcribed by an outside agency. Once the transcribed interviews were returned, the researcher reviewed the interviews while listening to the recording to ensure accuracy and each transcribed interview was sent to the participant to check for accuracy. Once the participant verified the transcribed interview was accurate the data analysis process began.

    Coding. As verification of the transcribed interviews were returned from the participants, the analysis of the interviews began with open coding. The researcher read through each interview three times identifying data and themes that emerged from the participants answers. When all of the interviews had been through the open coding process, the research moved into the axial coding process, looking for relationships between the themes that were identified in the open coding process.

    Cross-Case Synthesis. After the individual interviews were coded, a cross-case synthesis was completed looking for similarities and differences between the four school districts that

participated in the study. Participant interviews from the same district were placed together and analyzed around mentoring programs, new teacher support and professional development. Each school district was then compared to the other within each category.

Participants. It is important to recognize the demographics of the teachers involved in the interviews as the demographics have an impact on the answers to the interview questions and in helping shape the study. There were 21 teachers interviewed; five were male teachers and 16 were female teachers. Seven teachers identified themselves as Native American while 14 teachers were non-native or Caucasian. Six teachers grew up in North Dakota and seven teachers grew up in South Dakota. Three teachers grew up in Montana while there were also teachers from Minnesota, Ohio, Florida, California, and Texas teaching in the area schools. Eight teachers grew up completely or for part of their childhood on reservations, including one non-native teacher. Seven of the teachers who participated in the study completed a bachelor's degree at a tribal college while 10 teachers completed their degrees at a public university. Only four teachers attended a private university. Eighteen of the teachers completed a traditional course of study to earn their teaching certificates, while three of the teachers went through an alternative certification process after they started they started teaching. Table 1 shows a breakdown of the participant demographics.

Table 1

Participant Demographics

Teacher Information	Number	Percent
Number of participants in study	21	100%
Sex		
Male	5	23%
Female	16	76%
Race		
Native American	7	33%
Non-Native American	14	67%
Where teachers came from		
South Dakota	7	33%
North Dakota	6	28%
Montana	3	14%
Minnesota	1	5%
Ohio	1	5%
Florida	1	5%
California	1	5%
Texas	1	5%
Lived on reservations		
Yes	8	38%
No	13	62%
Bachelor's Degree		
Tribal College	7	33%
Public College	10	48%
Private College	4	19%
Teacher preparation		
Traditional course of study	18	86%
Alternative course of study	3	14%

Results

Analysis of the interviews revealed four major themes including lack of mentoring programs; building relationships and understanding where students come from; professional development opportunities; and challenges and growth as teachers in the classroom.

Research question 1 results.

Mentoring and induction programs. The most evident theme in the interview process was the lack of any formal mentoring programs in the schools and no induction support from

institutions of higher education. All 21 participants indicated that they did not receive any support from their university preparation programs once they completed their degree. The lack of support from teacher preparation programs, for those teachers who went through a formal teacher training program, was not seen as an issue by those teachers, "I was not expecting any support from my university after I completed my student teaching practicum. I assumed I would have help from the school at my first teaching job" (female, elementary teacher). All of the participants in the study held a preconception that they would receive support from their schools through a mentoring program or some type of organized support system, "I assumed that I would be a part of a mentoring program or something when I started here but that was not the case. I had worked as a para in another school in a different state and they had a mentoring program. I took it for granted that this took place at all schools" (male, high school teacher).

Only one teacher responded that they were part of a structured mentoring program sponsored by their school where they were assigned a mentor, met with the mentor for a required number of hours per month and had a guide or outline that the program asked them to follow. The mentor in this case also had training on being a mentor to new teachers and how to work through the program. This program was discontinued because of a change in administration at the district and school building level. This particular teacher indicated that "the experience was phenomenal because my mentor had taught in my classroom the year before and he was able to walk me through everything. I was so scared because it was my first real classroom on my own" (female, middle school teacher). One other teacher, who became a teacher through an alternative teaching program called Teach For America, indicated that they were provided a mentor from that program during their first year of teaching, "TFA provided us with someone from the program who came into our classroom to help us with basic classroom issues and provide

instructional support" (female, elementary teacher). This was also a structured mentoring program where the mentor would come in and observe each month and the teacher and the mentor would have time to meet and discuss what the mentor saw and other ideas or issues the teacher had. "It was nice to have some structured support from someone other than my principal (female, elementary teacher). The teacher indicated that the TFA program provided the support for two years.

The remaining 19 participants in the study did not have any type of formal or organized mentoring program experience. Five participants indicated that they had heard there used to be a mentoring program in their district several years ago before they came to work at the district but because of administrative changes that program had not continued, "they used to have a formal mentoring program here but when the administration changed it kind of just went away" (female, elementary teacher). All of the participants spoke in favor of some sort of formal program to help new teachers with their transition to teaching in their schools. There were a variety of experiences from the participants regarding how they started their first year at their schools. Three teachers started in the middle of the school year and received very little orientation around policies and procedures at their school, "I started in January and things were very hectic, I didn't have much for orientation like they did at the beginning of the year but I was able to figure it out as I went but plenty of people helped when I asked for it" (female, elementary teacher). The remaining 18 teachers had some sort of new teacher orientation or training around policies and procedures and the culture of their school, but all of the participants expressed that there were items that were missed in this process or should have been covered in more detail. One teacher indicated "new teachers came in to school a day earlier then the returning teachers and we went through policies and procedures as well as an orientation of the building and district. It was good

but I still had to ask about filling out a leave request or a purchase order and some of those things that I don't do very often" (female, high school teacher). Another teacher who was in his 3rd year of teaching explained "the school used to take all the new teachers out on a bus and travel the bus routes that the students ride so the new teachers would have an understanding of how far some students ride on the bus to get to school. Some students ride over an hour one way, some new teachers don't understand that and it helps to provide an understanding of some of our students" (male, high school teacher).

Relationships. The second big theme to emerge from the interviews was the importance of building relationships with students and understanding their background and struggles they sometimes deal with. Sixteen of the 21 teachers who participated in the study referenced either the importance of building relationships with students or understanding the background of the students and where they are coming from.

All seven teachers who identified themselves as Native American spoke of the importance of the teacher/student relationship and how the creation of that relationship was different on reservation schools with a majority of Native American students. All of these teachers had gone through a similar process with many of their own teachers when they were students and knew the right and wrong way to accomplish this. One of these teachers stated that "even though it was only my second year at the school, some teachers who had been here longer than me were coming to me for advice on students and families. I had built strong relationships with many of the students and families and teachers were looking to me for advice and guidance" (female, middle school teacher). The remaining 12 teachers who discussed the importance of relationships with the students were either non-native or had not grown up in the region where the study took place. These teachers were also working with students in grades five and above.

These teachers had stated that in hindsight it would have been beneficial for them to know about some of the issues that students may be dealing with when they came to school. One teacher indicated "I was not aware of some of the struggles of my students outside of school and I feel the way I handled some situations initially made it more difficult for me to build a trusting relationship with my students" (female, high school teacher). Another teacher indicated the following, "I know this may be difficult to do but if there were a way to provide tips or ideas for building relationships for the new teachers who are not familiar with the community and the student population, it would really be beneficial. This is not something I thought I would struggle with so much, we didn't cover this in our teacher preparation work" (female middle school teacher). It was understood that not all situations and scenarios could be covered regarding student issues but some common situations and strategies to deal with them appropriately are needed for new teachers not familiar with the school or community.

The seven teachers who identified themselves as Native American were able to point to high teacher turnover as an important part of the relationship building process and also a difficult one for new teachers in schools. These teachers talked about their experiences as students seeing many teachers leave to other schools after only one or two years and were also aware of high turnover rates in the school were they worked as well, even though they had been there just a few years themselves. Their opinion on this was that it created a trust issue between some of the students and new teachers in the school, making it difficult for new teachers to build relationships and create trust with the students for quite some time, sometimes not even during the first year of teaching. One teacher noted "Students have talked to me about new teachers coming here to work and wondering how long they would even be at their school. The students don't want to get to know a teacher if they think they will be leaving in a year or two. It is a trust

issue that some students have with adults who come in and out of their lives" (female, middle school teacher). This concept was surprising for the other nine new teachers not familiar with the effects of high teacher turnover on student-teacher relationship, although the majority of them were aware of the high turnover in their schools and the affect research shows it has on student achievement, as that is well documented.

Another important aspect of student relationships that were discussed in detail was understanding where students came from and knowing some of the challenges that students may face. Once again the Native American teachers provided several examples of issues that students can face in their homes or communities that can spill over into the classroom. One teacher spoke of "students as young as 9 or 10 caring for their much younger siblings while a parent is working evenings at the casino because they were unable to afford daycare" (female, elementary teacher). Once again the new teachers to the communities and area were not aware of these types of stories or situations and how often they may happen. Most of the teachers remarked that it wasn't until well into the year that some of the students opened up and shared some of their struggles with the teachers. "After I was able to build some trust with the students, some of them really opened up to me and shared some personal things I was not aware of. As I talked to other teachers about some issues I learned it was not an isolated incident. If I had known these things earlier in the year I would have done some things differently and things may not have been so difficult in my classroom" (female, high school teacher). They reiterated that knowing some of this information would provide insight into some of the students' behaviors and struggles and give the teachers an opportunity to try strategies of behavior management first, before becoming frustrated with the students which often led to the students being sent out of the classroom, according to most of the teachers.

Five of the teachers that participated in the study did not mention student relationships at all during their interviews. These teachers were teaching in grade four or below, showing that while relationships with younger students are important, they are not as difficult to establish as they are with older students.

Research question 2 results.

Support. Even though there was minimal evidence of any structured mentoring programs for the new teachers, every teacher that participated in the interview had support from at least one person during their first years of teaching. This was identified as a sub theme of the mentoring program theme because even though there was no structured mentoring program in place, new teachers still felt supported by someone in the school. Support for the teachers in the schools came from a wide variety of people including other teachers, instructional coaches, administration, professional learning communities (PLCs), custodian, an official mentor, and paraprofessionals. All of the teachers indicated that administration, teachers and staff were very welcoming and would tell them to stop by if they had any questions or let me know if you need anything. A teacher at one of the schools sang the praises of her administration, "my principal was very helpful for me. Anytime I had questions she would help or find the help for me. She would stop in and check on me about once a week during my first couple of months at school, I felt very supported" (female, elementary teacher). Seven of the teachers indicated that while this felt very welcoming, it was not seen as a true offer of help anytime the teacher needed help or had questions. One teacher indicated "my principal introduced me to another teacher that was my so called mentor and she indicated that I could stop by anytime if I had questions and I did right away at the beginning of the year but after a month it seemed to be more of a bother for her" (female, elementary teacher).

The participants in the study indicated that other teachers is where they found their largest support as 10 teachers indicated they looked to other teachers in their building for answers to their questions. These teachers indicated that a majority of the time they would look for support around behavior issues in their classroom. One teacher indicated that they would ask a veteran teacher about how they would handle different situations in their classroom, regarding student behavior and expectations, "I had a challenging student in my classroom and I was able to visit with the teacher who had the student last year and she provided me with a lot of strategies to use and it really saved me" (female, elementary teacher). Only five of the teachers indicated that they would regularly ask other teachers about curriculum questions when they were struggling with their content. One of these teachers described how it worked in their school, "there were three teachers at each grade level and we would meet quite often and talk about our curriculum and where we were at. I was able to ask questions in that setting without seeming like a brand new teacher always asking for help with my curriculum (female, elementary teacher). A majority of the teachers, 16, indicated that they were the only teacher for their grade or content in their school and found it difficult to talk to other teachers about their content and struggles they were having or new ideas they wanted to bounce off someone with similar expertise. One high school teacher indicated that "I am the only science teacher in our school and I am not from the area so I don't know any of the other science teachers from the neighboring districts. I am teaching six different classes each day with one preparation period and I often find myself wishing I had another science teacher in my building" (female, high school teacher). Elementary teachers who participated in the study indicated they were more comfortable discussing curriculum with teachers a grade above or below what they were currently teaching as content could be very similar. Middle and secondary teachers indicated a

need for more support around curriculum from teachers of the same content area as they were the only ones who taught science or social studies, for example, in their school building.

While ten teachers in the study found support from other teachers, only five were assigned or given a veteran teacher to work with or use for support. The other five teachers found support from other teachers on their own, well after the school year had started and the new teachers had come to know the veteran teachers a little more. One teacher discussed that their biggest support came as a surprise to him, "I teach social studies and a couple months into my first year the shop teacher and I started clicking and he really helped me out. We talked about students, parents, and administrative issues and he really helped me through my first year, even though I was in the academic classroom and he was in the trades' classroom (male, high school teacher). Nine out of the ten teachers indicated that the support they received from other teachers they relied on, was helpful and important in their first year. One teacher who was assigned to a veteran teacher found them to be unreliable and not helpful at all. This teacher found support from the paraprofessional in the teachers' classroom, "she has been in the school for a long time and was able to help with classroom behavior issues as well as understand the culture of the school" (female, elementary teacher). This paraprofessional had 25 years of experience working in the school and had a wealth of knowledge to provide to the teacher.

Another area of support that was found by four teachers in one school was from their administration. Each of these teachers spoke highly about the support they received from their administration including classroom management, professional development, curriculum and instruction. One teacher indicated that "I feel very fortunate to be working where I am because of the supportive administrative team we have here. I know other teachers in our district are not as fortunate" (female, middle school teacher). The teachers were very comfortable going to their

administration to ask questions and they also stated that administration did not wait for the

teachers to come to them. Administration had sought each of them out to check on them early in

the year and offer their support. The teachers remarked that they felt fortunate to be working

with the administration as a new teacher because not all new teachers had this type of support

from their administration at other schools in their district.

Four teachers at the middle and high school level at schools in the same district found

support from instructional coaches during the school year. Instructional coaches came into the

classroom and observed and offered teachers support with instructional strategies and some

curriculum support. The instructional coaches helped the teachers locate curriculum and

resources as well as helped them with lesson planning and gradebook management. One of the

teachers stated that "I started in the middle of the school year and the instructional coach was my

main source of support. They helped me with curriculum and instruction and even things in my

gradebook, which they don't normally due but I was struggling and they stepped up for me"

(female, elementary teacher). The teachers indicated that initially the support from the

instructional coaches was helpful and great at the beginning of the year but as teachers appeared

to get a better grasp on things in their classroom the support and interaction was scaled back. All

of the teachers indicated that this was not something that was planned or communicated to them

but rather it just happened gradually. "For some reason the support just kind of faded away, it

didn't totally go away but became sporadic and we were not really told why or told that it would

even happen, although it was later in the year so I didn't see it as a big deal" (female, high school

teacher). These teachers also indicated that the instructional coaches helped all teachers, not just

new teachers, which at times seemed to spread the instructional coaches too thin. It is important

to note that the instructional coaches were only available in one of the districts that participated

in the study. The other districts did not employ instructional coaches because their budgets would not allow them to hire one or the district was just too small for an instructional coach.

Many of the teachers found support from other people besides teachers, administration and instructional coaches. Two teachers found support from their professional learning community or PLC. These specific PLCs were grouped together based on grade level or subject taught. These teachers taught subjects such as art, music, physical education, etc… and found their time together in the PLCs useful as the teachers had many common concerns and struggles. Both of these teachers discussed the importance of having time together with the other teachers, even though they did not teach the same content, they had similar experiences with their students and with being the only teacher to teach that type of subject. "In my PLC we were able to have great discussions about things that affected us and our students. It is different in our classrooms where students may be performing or creating things compared to the English or Math classroom. It was nice to have that time rather than a PD session that we had to go to that did not pertain to us" (male, high school teacher). These teachers had unique experiences that regular classroom teachers did not have, making it harder for regular classroom teachers to offer support to these teachers. Other teachers who participated in the study did indicate they were part of PLCs but noted that they were not helpful in supporting them as a new teacher.

The remaining three teachers each had different support people they were able to rely on during their first years of teaching, including an official mentor as part of a structured mentoring program, a mentor from the Teach for American program and a custodian. While the two mentors provided support similar to what the other participants in the study experienced, classroom management advice and curriculum and instructional advice, the teacher who was supported by the custodian had an interesting perspective. The custodian offered the teacher

support in understand the students and some of their hardships, their families and the community. The teacher noted that "the custodian was able to help me understand which students were related to each other and to some staff members which helped me understand some dynamics in my classroom. The custodian also helped me in several situations where a student appeared to be having a difficult day or two in school. Many of the students do not open up to the teachers about the things that are bothering them. The custodian was able to give me some insight into what was happening at home or in the community that may be affecting the student. Because I do not live here in the community, I am not aware of some of the things that are happening that may be affecting our students. Being able to understand this and have help in this area with the students has greatly improved my relationship with the students and has helped me in my classroom management, leading to a more productive classroom environment" (male, middle and high school teacher). This support in helping the teacher understand the students and their situations in a difficult environment allowed the teacher to form relationships and develop some empathy for students and the difficulties they sometimes face in the community.

Professional development. The third large theme that emerged from the study was focused around professional development for teachers. All of the teachers who participated in the study indicated there was a lot of time devoted to professional development before, during and after the school year and the content of the professional development varied quite a bit.

Two teachers indicated that during their first year of teaching there was new teacher professional development focused on policies, procedures and routines at the schools. Each indicated that there was half to a full day of professional development covering these items. Both teachers noted that the information was appropriate for new teachers as well as thorough but also a lot of information at one time, "it was a bit overwhelming, I still needed help with a lot

of the information they gave to us after it was over" (male, high school teacher). It was also noted by each teacher that this was the only time during the year that the information was reviewed unless they sought someone out to help them with a question around a policy, procedure or routine. There were no other professional development sessions during the school year specifically designed for new teachers at these schools.

Another area of professional development that all teachers who participated in the study attended or participated in included Lakota language and culture. The type of professional development, amount of time, quality and implementation of the Lakota language and culture varied from school to school. All of the teachers indicated that some form of integration of Lakota language and culture into the classroom setting was important for the students as well as themselves as teachers. Five of the teachers indicated that they had outstanding training and resources provided to them through a project called Wolakota. This training was conducted at their school and follow up occurred off site with other teachers from schools in different parts of the state. One teacher noted that "this was one of the best professional development programs I have been a part of in my short teaching career. I am still working to incorporate language and culture in my classroom but I have resources" (female, middle school teacher). It should be noted that this professional development opportunity was not limited to new teachers only but any teacher at the school could participate in the training. These teachers indicated that they also had access to a website with a large number of resources including videos, primary source documents, lesson plans, and Lakota language and culture standards.

The remaining 16 teachers, as well as the first five teachers, all had a variety of Lakota language and culture professional development locally or through a state educational service agency. Three of the teachers indicated that they had part of a day of professional development

around ideas to implement language into the classroom, including labeling things in the classroom with Lakota words, but there was no follow up by administration or those who conducted the training to see if it was being implemented or if teachers needed help with this new language. These teachers indicated that the ideas and strategies were good but the training was of poor quality and little to no resources were available for them to use. "We had several people come in, I think they were from the area, and give us a few instructional strategies and activities, along with some dictionaries and electronic resources, but there was not follow up so it kind of fizzled out. I need much more help than that to feel comfortable using something I am not familiar with in my classroom" (female, elementary teacher). These teachers indicated that their biggest resource was the Lakota language and culture teacher in their school. Thirteen of the teachers indicated that they also had some sort of Lakota language and culture professional development through a state educational service agency, state sponsored education summit, or reservation education summit. The quality of these professional development sessions varied from poor to excellent. The teachers that attended excellent professional development sessions were able to take some resources back to their classroom including lesson plan ideas, website resources, instructional strategies, and cultural protocols to use in the classroom. Teachers who attended low quality professional development sessions indicated that while the sessions were interesting and informative, it was difficult to relate the information to classroom integration.

The teachers who participated in the study indicated that their schools valued the Lakota language and culture and wanted teachers to implement as much as possible in the classroom. The teachers also indicated that there was no requirement that this take place. "I understand that Lakota language is important and should be included as much as possible, but I don't know anything at this point and I am trying to figure out my first year of teaching. My principal did

not force us to include language or culture in our classroom but rather encouraged, although it is not part of our evaluation process. It will take me some time to be ready to include it in my daily routine" (female, elementary teacher). The teachers who identified as Native American indicated that they felt comfortable integrating Lakota language and culture into the classroom but it was still difficult for them to do so during their first year as they often felt pressure to get their core curriculum completed by the end of the school year. The other teachers also indicated that they really focused on teaching core class material and were uncomfortable in trying to incorporate Lakota language and culture into the classroom for fear of doing something incorrectly.

Lastly each teacher discussed many different types of professional development devoted to curriculum development, instructional strategies and special education. The teachers in the two larger districts indicated that the professional development was often done for each school in the district and didn't always apply to every teacher in their respective schools. The teachers of the two smaller districts discussed the same pattern in their schools but all teachers from elementary through high school were together for their professional development sessions. This was frustrating for the teachers in the smaller districts as they sat through professional development that either did not pertain to their subject area or was for a different grade level all together. One teacher commented "the information presented on special education referral process was very beneficial for me as a new teacher but I could see that the teachers who had been here for several years were not engaged and appeared to not be paying attention. The same thing then happened to me in the middle of this year when we had a professional development session focused around the state standardized assessment. I teach a subject that students are not tested on at the state level. I understand that it is important and necessary for all instructors to be

working towards preparing students to do well on the assessments, but much of the material was not relevant to what I could do in my classroom" (male, high school teacher).

As new teachers, all of the participants welcomed new information during the professional development sessions, especially during their first year. There was a tone from the first year teachers of being a bit overwhelmed by all of the information they received during their professional development sessions during the year. The teachers also stated that much of the professional development sessions they attended did not have follow up, resulting in much of responsibility to implement the content and strategies left up to them and their administration. "We had professional development related to new teachers at the beginning of the year but after that the trainings we had did not have any connection to each other and there was not follow up by any of the presenters" (female, elementary teacher). A majority of the teachers also noted that a yearlong new teacher training would be beneficial but specifics on how this would take place or what it would entail were not identified.

Professional challenges and growth. Teachers continue to learn and grow professionally after they start their teaching career. This is necessary because of the many things that continue to change in education. This theme emerged from the interviews in different forms. Nine of the teachers discussed various ways that they were challenged to use strategies and ideas beyond what they had learned in their teacher preparation program. These challenges came from several different people including intervention teachers, instructional coaches, administrators, other teachers and special education teachers. The challenge was also seen as a form of support from these nine teachers. For three of the teachers the challenge to grow and try new strategies took place after their principal conducted an official evaluation. "During my first few months of teaching my principal would come in and observe for short periods of time and offer suggestions

for classroom management and instruction. I was grateful and this helped me trust my principal. During my first official evaluation review she offered me advice and encouraged me to try some new strategies to help with some issues I was having but also to push me to the edge of my comfort zone" (female, middle school teacher). This was supportive for these teachers as they felt fortunate to have a good administrator to work with and that they respected.

The other six teachers were challenged by their colleagues in specific situations. Two different scenarios were identified by these teachers that lead to challenge and growth. First there were specific problems or issues that the teachers were having and they sought out help and ideas from their peers. "I was having a hard time with student behavior in the classroom and I asked one of the teachers across the hall for ideas, she showed me her reward plan she used where students moved up and down a chart based on their classroom behavior. It seemed so simple after she explained it to me but initially it looked very challenging to manage" (female, elementary teacher). This led to suggestions of new strategies or ideas that the new teachers had not tried and in each occasion their peers helped them with the strategy or idea. The second scenario for these teachers in finding growth and challenges was when they were not looking for help. This took place in staff meetings or in general conversation in the lunchroom or teachers workroom. Several examples were provided about how a different strategy, resource, or idea was discussed by peers in the settings mentioned previously. "I was trying to incorporate some Lakota language into the classroom and I was asking a language teacher at lunch for ideas and suggestions. One of the teachers at our table had just attended a conference and showed me a Lakota language app that I could use with my students. The language teacher did not have a smart phone and was not familiar with this app so the other teacher showed me how to use it. I was in the right place at the right time" (male, high school teacher). In these situations the

teachers saw these strategies, ideas or resources as useful to their classroom and worked with the teachers who were already using them to implement them in their own classroom.

Surprisingly 12 of the teachers in the study did not feel they were challenged by any administrators or other staff in the school to push the boundaries of their instruction. Most of these 12 teachers took it upon themselves to find solutions to their problems through use of the internet or other colleagues they were more familiar with, such as former co-workers or teachers they had went to college with. Eight of these teachers indicated they thought that by asking for advice or assistance on instruction or curriculum during their first year of teaching, their administration might view them as a weak teacher or unable to find solutions to problems on their own. "I didn't want to ask to many questions to my principal as he always seemed busy and I was worried a bit that he would think I wasn't able to do my job or find resources on my own" (female, high school). This was a preconception that these teachers brought with them into the classroom. As six of these teachers gained experience during their first year and into their second year they understood this to be inaccurate. "I thought I should know everything when I started teaching, towards the end of my first year I realized that was not possible and in order to continue in this profession I would need to learn to ask for support when I needed it (female, elementary teacher). Two of the teachers felt this to be a true statement because of the difficulties they experienced with their administration. Either way these teachers did not find challenge or growth until they requested it and took it upon themselves to make it happen.

Cross-Case Synthesis

A cross-case synthesis (Yin, 2014) of the four districts from which teachers participated was conducted comparing similarities and differences of the identified themes. Within the four districts there were nine schools including four elementary schools, two middle schools and three

high schools. District one has three separate buildings for their elementary, middle and high

school, and one principal for each school. District two has two buildings for their elementary,

middle, and high school with the middle and high school in the same building. District two has

two principals, one for the elementary and one for the middle and high school. District three has

an elementary only in one building, with one principal. District four has their elementary and

high school in one building with a principal for each school.

The districts were all similar in that there was currently no formal mentoring programs

for new teachers. District two teachers did indicate that there was a mentoring program in the

district previously but only one teacher who participated in the study participated in the

mentoring program. District two has had principal and superintendent turnover several times in

the past four years and with the change in administration the mentor program did not continue.

Teachers from all four districts expressed their desire for some type of mentoring program for

new teachers.

Each district had different ways of supporting their new teachers. In district one, teachers

found support from other teachers, instructional coaches, and in one school from their principal.

In district two and three, teachers indicated that support came mostly from other teachers. In

district four, teachers indicated that support came from other teachers and from one of the

principals. A common factor that each of the districts held was that each of the teachers found

support from someone in their school or district. Another common factor was that while none of

the districts currently assign a mentor or specific support person, there was effort by

administration to have veteran teachers and staff available to assist new teachers if needed.

Professional development in each district was different with the only common element

being Lakota language and culture. Each district had training or professional development

around Lakota language and culture. Teachers from district number two indicated that

professional development through the Wolakota Project was helpful in finding resources and

developing an understanding of the Lakota language and culture. The other three districts did

not have as comprehensive of trainings as district two, making it more challenging for teachers to

take the knowledge they learned about Lakota language and culture back to their classrooms.

All four schools valued the importance of Lakota language and culture in the classroom and

encouraged new teachers to incorporate as much as possible but there were no expectations for

the teachers as to how much or if any language and culture should be incorporated. The

multitude of other professional development sessions were specific to district and school goals,

recommendations, and requirements. Each of the schools attended one common professional

development day in August that was coordinated by the local tribal department of education

where teachers could choose from several professional development sessions ranging from

language and culture, assessment, standards, and many more. Table 2 shows a comparison of

each district that participated in the study.

Table 2

School District Comparison of identified themes

Theme	District 1	District 2	District 3	District 4
Mentoring Programs	No program	Currently no program. One existed about 4 years ago	No program	No program
New teacher support	Administrative support at one school. Instructional coach support at all schools	Other teachers in the district	Other teachers in the district	Administrative support at one school Other teachers in the district
Professional Development	New staff professional development at school Poor Lakota language and cultural training	Good Lakota language and cultural training	Very little professional development	Lots of professional development

Conclusion

Each of the four school districts has strengths that can be built upon but also areas where help is needed to strengthen support and training for their new teachers. The lack of a formal mentoring program across all of the schools who participated in the study did not indicate a lack of support for new teachers in their district. The amount and quality of support for new teachers in these schools was tied to administrative support and also the ability of new teachers to find supportive relationships with other teachers or staff members in their school or district. The themes that evolved from the study show the need for a formal mentoring program for the districts in this area, with some specific focus on Lakota language and culture, new teacher orientation and training with follow-up, guidance in building relationships with students as well

as understanding the students and their struggles and getting to know the community where the school is located.

The first research question investigated the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students. With no schools currently involved in either an induction or mentoring program, discussing characteristics of these programs with the participants of the study was nonexistent. What did come from the participants interviews was what they would like to see in a program and what would have been helpful for them during their first years of teaching in their schools.

The second research question examined schools serving Native American students on the reservation and how they supported new teachers through mentoring, induction or other support programs. As already noted, no formal induction, mentoring or other support program was identified during the study. However there were several areas of support that were identified by the participants in the study that the schools provided or individuals sought out on their own. These areas of support included other teachers, instructional coaches, administration, paraprofessionals, custodians and some professional development.

Chapter 5: Summary, Conclusion and Recommendations

The purpose of this case study was to explore induction and mentoring support for new teachers at Native American reservation schools in North and South Dakota serving Native American students living in high poverty communities. A 14 question semi-structured interview was created and used with each teacher who participated in the study. The interview questions were designed to answer the two research questions as well as gather demographic data about the teachers.

1. What are the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students?

2. How are schools serving Native American students on the reservations supporting new teachers through mentoring, induction or other support programs?

The study examined whether there were formal mentoring or induction programs for new teachers taking place at these schools and what characteristics these programs did and did not have. If no mentoring or induction programs were taking place for new teachers at these schools, the second research question addressed what types of supports were used to help new teachers with their transition to teaching at these schools. The semi-structured interviews allowed the researcher to gather participants' opinions about the current type of support and also to understand what types of support would have been beneficial to have from their school.

Summary

Teachers come to reservation schools from many different parts of the US and the world (Starnes, 2006). This was also true for this study as 38% of the teachers who participated in the study were from states other than North and South Dakota, including Texas, California, Ohio, Florida, Montana, and Minnesota. The importance of induction and mentoring programs for new teachers has been documented by research in mainstream schools, as well as urban schools that serve both African-American or Hispanic students and families (Achinstein & Athanases, 2005; Brooks et al., 2012; Guin, 2004; Kawell, 2008). With significantly less research on induction and mentoring programs in schools on reservations, this study tried to fill the void in the literature by examining the mentoring and induction practices that were happening on reservation schools through the perspective of the teachers.

Currently there are no schools in this study participating in any formal induction or mentoring programs, although North and South Dakota state education departments offer a program to a small number of new teachers each year. An effective induction program is a "systematic process that is embedded in a healthy school climate that meets new teachers' personal and professional needs, including needs in the psychological domain, including self-reliance, self-esteem, and self-efficacy" (Bickmore & Bickmore, 2009, p. 1006). Furthermore, induction is a "comprehensive, coherent and sustained professional development process that is organized by a school district to train, support and retain new teachers and seamlessly progress them into a lifelong learning program" (Wong, 2004, p.42). Mentoring is part of the induction process that is used by schools to support their new teachers. Only participants in one school mentioned that they were part of a mentoring program or stated that they heard their used to be a mentoring program in their school before they arrived. New teachers in rural, high poverty

schools on reservations have less of a chance to be part of a quality induction or mentoring program than their peers in other schools (National Partnership for Teaching in At-Risk Schools, 2005). This was also the case in this study. No schools were currently involved in an induction or mentoring program for their new teachers. All teachers discussed facets of mentoring programs and the importance of them and their desire for their school to participate in a program. None of the teachers mentioned an induction program during their interviews, leading the researcher to infer that the teachers had not been exposed to any induction from their universities and the schools have not been exposed to quality induction programs to use with their new teachers.

   Research Question 1. The first research question investigated the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students. With no schools currently involved in either an induction or mentoring program, discussing characteristics of these programs with the participants of the study was nonexistent. What did come from the participants interviews was what they would like to see in a program and what would have been helpful for them during their first years of teaching in their schools. The characteristics identified by the participants include professional development specifically for new teachers, Lakota language and culture training, time for reflective practice, help in building relationships with students, a structured mentoring program, paired with a mentor in the same content or grade level, and support from administration. What the participants identified in a strong mentoring program is similar to what research has determined makes a quality mentoring program. While the biggest components of an induction program are mentoring and administrative support, those two elements alone will not be enough. (Bickmore & Bickmore, 2009). When other elements of induction are included with mentoring and

administrative support, including consistent collaboration with other teachers, orientation for

new teachers, connecting with other teachers in other schools or even districts, retention of

teachers is increased and a quality program is developed (Bickmore & Bickmore, 2009; Fantilli

& McDougall, 2009). The participants identified many of these characteristics of a successful

program but also identified several characteristics, relationship building and Lakota language and

culture training, which are unique to this study.

Professional development and orientation for new teachers was inconsistent across the

schools and even within two of the schools. Teachers in two schools who had been at the school

for two years identified they had orientation for part of a day before school started but new

teachers in the same school did not receive any new teacher orientation. All of the teachers

identified the need for substantial new teacher orientation that covers as many policies,

procedures and important information about the school and community as possible. Research by

Stansbury and Zimmerman (2002) support the need for new teachers to have a formal orientation

to the community, district, curriculum and school before school begins and also be provided an

opportunity to give an overview of curriculum and school philosophy. It was also

overwhelmingly discussed by participants that some type of new teacher professional

development would be beneficial to strengthen their first years of teaching. Professional

development for new teachers should promote continuous improvement over the teachers'

careers and especially during the first several years of a teachers career (Koehler & Kim, 2012).

Another highly important area noted by participants in the study was building

relationships and understanding students. Building relationships with students show that

teachers care and help to work on the development of the students self-image in both the

academic and social setting (Pawlak, 2008). The non-native teachers who participated in the

study indicated that they had a difficult time learning to relate too many of their students and understand their background because of the lack of knowledge of the local community and culture. Teachers who work in schools on reservations can feel isolated due to stress of moving to a new community and being surrounded by a completely different culture than their own (Adams & Woods, 2015). Being able to understand students and their backgrounds helps teachers to identify students' unique talents and challenges that teachers need to consider in developing lessons to engage students more often (Darling-Hammond, 2008).

The Native American teachers who participated in the study were more comfortable in building relationships and understanding students; backgrounds and challenges, as they have experienced similar challenges or know of first-hand accounts of these challenges. These teachers offered new and veteran nonnative teachers advice in dealing with challenging students. Becoming familiar with the schools culture and community is a big undertaking for a new teachers and at reservation schools, many teachers do not live in the communities they teach in and commute each day (Starnes, 2006). For the teachers who commute, it made it more difficult to engage in community activities where they would see students and their families outside the school setting, where they may be able to build upon that student to teacher relationship. Helping new teachers with advice on building relationships and understanding the background of the students and community would be beneficial in supporting new teachers.

Effective teachers understand and validate student backgrounds, culture, and language and relate instruction to real-life experiences (Pawlak, 2008; Poplin et al., 2011). All of the teachers discussed the importance the Lakota language and culture should and does play in the students' lives and that it should be evident in the school and classroom setting. In a study by Achinstein & Ogawa (2012), 94% of teachers want to use culturally relevant and responsive

instructional strategies in their classrooms to recognize the different cultures that are present, but feel constrained by accountability measures such as AYP, mandated curriculum, and program improvement. Using culturally relevant strategies and curriculum in the classroom can provide Native American students with pride in their education as well as establishing the importance of who they are as Native people and where they come from (Hudiburg, M., Mascer, E., Sagehorn, A., & Stidham, J., 2015). These were the same thoughts that were discussed during interviews, yet culturally relevant strategies are difficult to incorporate. New teachers felt inadequate in preparing culturally relevant materials when they were so unfamiliar with the culture and Lakota language. Two schools discussed the good support they received through professional development in language and culture integration but that they still felt pressure to focus on strategies and content around standardized assessments. The other schools did not receive as intense of training around language and culture. To build self-confidence in using Lakota language and culture effectively in the classroom will take sustained continued professional development over a two or three year period with consistent follow up.

Another important component new teachers in this study expressed a need for was to be paired with teachers in content or grade level for support. This proved to be difficult in the schools who participated in the study as a majority of the time the teacher was the only one at that grade level or content. It is best if new teachers are matched with someone in their discipline and in their school building (Callahan, J., 2016; Wong, 2004;) as this provides greater opportunity for collaboration and to get instructional, informational and emotional needs met. The only way to overcome this issue is to connect teachers from other schools on the reservation that are at the same grade level or in the same content area. The state of Alaska has started such a program where an experienced Alaskan teacher is paired with a new teacher and communicates

weekly through distance technology and monthly visits to observe classroom practices (Adams & Woods, 2015). New teacher retention increased 10% over a six year period, among those schools who participated in the Alaskan study (Adams & Woods, 2015). The schools in this study are not so far apart that this could be done with some coordination and organization by the schools or an outside organization.

Reflective practice was the last noted characteristic that teachers identified as part of a formal support program in their schools. A component of many successful teachers and mentoring programs is reflective practice (Koehler & Kim, 2012). It is critical that teachers have time to process and evaluate what they do in their classrooms and it is a crucial component for school improvement (Darling-Hammond, 2008). A majority of teachers noted that they practiced self-reflection over lessons or activity that happened in the classroom. This was something that they did not have training on but rather just did themselves. There was very little work with reflective practice from administration, other than evaluations, or others in their school to whom they looked to for support. Castro et. al (2009) discusses that asking for help as a beginning teacher is difficult because new teachers want to appear like they know everything that they are doing. A school should provide new teachers the opportunity to see other teachers teaching in classrooms as well as have other teachers observe the new teachers and provide time to reflect on each of these experiences. Training on reflective practices are important to ensure that it is done with fidelity.

Research Question 2. The second research question examined schools serving Native American students on the reservation and how they supported new teachers through mentoring, induction or other support programs. No formal induction, mentoring, or other support program was identified during the study. However there were several areas of support that were identified

by the participants in the study that the schools provided or individuals sought out on their own, including administration, other teachers, school support staff, professional learning communities, and professional development.

Support from administration was strong in two of the schools who participated in the study and weak from the remaining six. These teachers indicated that they felt empowered in their classroom and in the school and that they could go to their administration with anything and they also felt that their voice was heard and valued. These are characteristic of a healthy school climate according to research conducted by Bickmore and Bickmore in 2009.

Teachers and other staff members in the school building were identified by participants as sources of support and strength for new teachers. Only one teacher in the study was assigned an official mentor while others were paired with veteran teachers and yet some others were not paired at all. Instead other teachers or staff members were suggested as valuable teachers to talk to or to go to for questions about the school. Training is necessary in order to become an effective mentor in a formal support program (Darling-Hammond, 2008; Ingersoll & Smith, 2011; Kutsyuruba & Walker, 2015; Wong, 2004). Mentors or teachers who are conscious of their approach and were supportive and encouraging were able to build capacity and rapport with mentees (Heirdsfield et. al, 2008). Supportive teachers or staff need to have some training in working with new teachers so they are aware of what their role is while working with new teachers.

Professional learning communities (PLCs) were viewed by one district and three schools as a source of support provided by the school. PLCs were focused on a variety of topics from curriculum to student behavior to best practices and many things in between. Collaboration between teachers leads to the ability to develop high quality schools, including instruction as

well as enhancing student learning, creating a more rigorous curriculum and keeping students connected to the school, especially for minority students (Atkins, Fertig, & Wilkins, 2014). Teachers typically already meet in teams or committees so creating PLCs in the other schools would not be difficult (Darling-Hammond, 2008).

Professional development was identified as the last area of support for new teachers. The strongest support in professional development was identified by teachers in two schools using the wolakota face to face trainings and resources, both online and hardcopy, for Lakota language and cultural integration. The majority of teachers did identify at least one professional development session that they found helpful during their first years but there was minimal follow through to ensure it was implemented or follow up to ensure it was being used correctly. Many professional development sessions at reservation schools are mandated and typically offer no follow up (Craig, 2014). In reservation schools professional development often does not have adequate resources or quality compared to high achieving schools (Pollard, 2015). This is the case according to the teachers who participated in this study. The one exception to this was the Wolakota professional development that was created specifically to incorporate Lakota language and culture into the classroom and was delivered with fidelity.

Conclusion

Research Question 1. The first research questions sought to examine the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students. Through the interviews of participants in the study, it was concluded that no structured or formal induction, mentoring or support program is currently taking place in the schools that participated in the study. It was evident that the teachers in this study desired that a formal program be established that included some traditional characteristics of other induction

and mentoring programs. New teacher orientation, professional development that is ongoing and provides follow-up, and being paired with a mentor or support staff at the same grade level or in the same content (Parker 2010) are proven practices that support teachers in their first years of teaching and help with teacher retention.

Teachers in this study also identified two characteristics important to them as new teachers that are less discussed and identified in research, Lakota language and culture integration and relationships with students. The Lakota language and culture integration is unique to the schools in the study compared to other research on induction and mentoring programs because very few schools, except for reservation schools, serve a single population of minority students who have the same cultural background and speak the same language. A majority of the students do not speak Lakota but some parents and grandparents do speak the language and practice the culture. This is a unique characteristic that can be added to a mentoring program specifically designed for the schools in the study and adapted to other reservation schools that speak a different language. This allows teachers to begin to understand the culture of the community and people and also helps them to be able to build culturally relevant lesson plans and activities, which are important for student engagement and growth (Adams & Woods, 2015).

The second unique characteristic that the teachers identified for a formal mentoring program was relationship building with students. Teachers identified that their students face challenges that the teachers were not prepared to handle. These challenges made it difficult at times for teachers to work with students academically and socially. During this study it was determined that just over 30% of the teachers in the district that participated in the program had 3 years or less of experience at their schools and one school had 60% of its teachers with 3 years or

less experience. Teachers in the study who worked in middle and high school settings indicated that several students had asked them how long they planned to work at the school. The teachers indicated that when they asked veteran teachers about this question they responded by telling them that the students want to know how long teachers stay because many teachers come and go that many students don't want to create a relationship with someone who is going to leave in a couple of years. Teachers indicated that they wanted to build positive relationships with the students and understand their backgrounds and challenges but had a difficult time with some of the students. Teachers who truly care for their students understand that being a teacher is physically and emotionally draining (Kono, 2012). This was the case for many of the teachers in the study as they talked about the challenges they saw their students dealing with and how they tried to work with the students and that it became emotionally draining for them. For most teachers in this situation this was not something they had been prepared to deal with and struggled to find support and help with this. Creating a mentoring and induction program with support for student-teacher relationships is necessary for new teachers in the schools who participated in the study, especially if they are not familiar with the reservation or communities.

Research Question 2. The second research question examined how schools are serving Native American students on the reservations support new teachers through mentoring, induction or other support programs. Once again there were no formal support programs in place but new teachers did receive support from some traditional places that were consistent with current research on induction and mentoring programs. Receiving support from administration was identified in two schools as the strongest area of support as a new teacher, while the other schools either did not mention administrative support or they did not receive quality support from their administration. Only one of the districts that participated in the study has had an

administrator at their school for longer than 10 years, indicating that turnover in administration happens at the districts. Administrative support for new teachers is linked to teacher retention as well as a healthy school climate (Bickmore & Bickmore, 2009; Fantilli & McDougall, 2009). If changes in administration are a struggle for the schools, organizational support may need to come from an independent agency or organization such as the tribal department of education or the local tribal college.

Support also came from other teachers in the school but not through an organized mentoring program. To be an effective mentor there needs to be training and guidelines. This study revealed that only one teacher had a mentor who had been through training and this support was effective for this new teacher. All other teachers in the study found support from another teacher or staff member but it was not routine or formal. New teachers sought out the other teachers when they needed help or had questions, there was no set amount of time per week or per month that they had to meet. At the beginning of the year the new teachers talked more often with their support teacher, about once or twice per week but then faded to maybe once every two or three weeks as the year went on. The new teachers also found that more of the conversations they had with other teachers in the building were not on issues or concerns they had in the classroom but rather just general school issues or gossip. Consistent collaboration with other teachers and time to collaborate is an essential component of induction and mentoring programs (Brenneman, 2015). Training of mentors or support teachers is essential as well as making sure time is scheduled for new teachers to be with their mentor or support teacher. This needs to continue beyond the first several months of the school year.

Lastly teachers found support through professional development and professional learning communities, which are a form or professional development. Teachers in one district

reported that they used professional learning communities and found support from teachers in their group. This PLC grouped teachers from across other schools in their district and was the largest district that participated in the study. The teachers had time each month to discuss common issues and topics and were teachers of similar content but different grade levels. Other schools did not utilize professional learning communities although they did find some professional development sessions to be supportive to them as new teachers. The type of professional development varied from school to school but the teachers indicated that many of the sessions were mandated from an outside organization, such as state departments of education or the Bureau of Indian Education. To ensure meaningful professional development for new teachers a yearlong specific professional development program should be created. With what appears to be high administrative turnover in the districts, an outside organizations should develop the professional development for the schools and help them implement it, such as the local tribal education department or the tribal college.

Some of the components of a strong induction or mentoring program are alive in the schools that participated in the study while many are not. There are unique characteristics of the schools on the reservation that teachers need to be aware of before the school year starts. With support from local outside agencies a culturally relevant teacher induction and mentoring program can be created to help new teachers during their first years of teaching.

Recommendations

It is recommended that a comprehensive induction and mentoring program be created to include new teacher orientation, professional development that is ongoing and provides follow-up, and being paired with a mentor or support staff at the same grade level or in the same content. It should also include the unique characteristics identified in this study: Lakota

language and culture integration and building relationships with students. Because of the

potential for administrative turnover and duties of school administration, the local tribal

department of education or tribal college should work with the schools, using current research on

induction and mentoring programs, along with the findings from this study to create and

implement the induction and mentoring program. The program could be adapted to other

reservation schools, taking into account the unique characteristics that those schools would have

for such a program.

Further research could be conducted once the program is created and implemented

around teacher turnover and retention rates. Currently there is no connection between what

schools in this study are doing to support new teachers and why teachers are deciding to move on

to other schools. Exit interviews of teachers leaving schools on the reservation would help

schools to understand the reasoning behind why teachers decide to leave. The information in

these interviews could be used within a program to address any common issues across schools.

It is the opinion of the researcher that for an honest exit interview to take place, the teacher

leaving their position should talk with a neutral party to ensure accurate feedback is given.

The perspective of the school and district administration on reservation schools is worth

researching, regarding mentoring and induction programs. With the data showing that there is

currently no formal program in the schools who participated in the study; however research

clearly showing that a comprehensive induction and mentoring program provides support for

new teachers and reduces turnover (Ingersoll & Smith, 2011; Wong, 2004), it should be

determined why one does not currently exist. It is worth exploring if there are barriers to the

implementation of a culturally appropriate mentoring program and if there are, what can be done

to overcome those barriers. It is necessary to gather the perspectives of teachers and

administrators together to determine how a culturally relevant mentoring program can be implemented with fidelity and become part of the culture of the school organization so that it can continue, even with turnover of administration or leadership at the school and district level.

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APPENDICIES
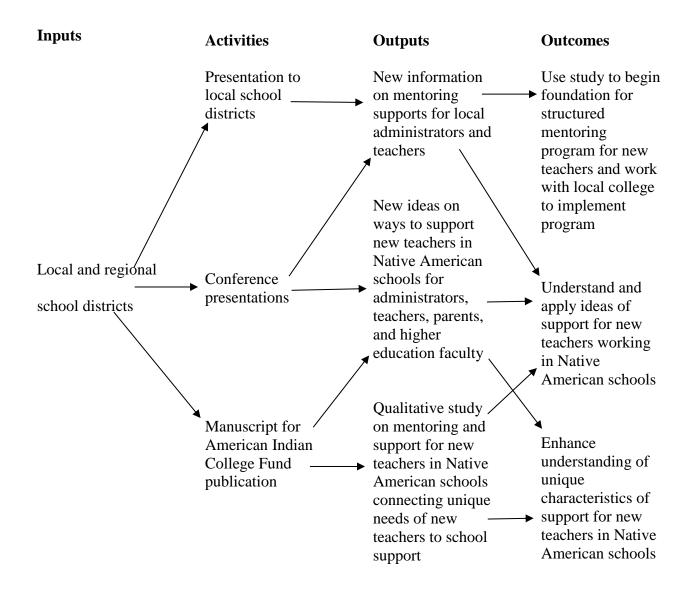
Appendix A

Plan For School Improvement

Research has indicated that induction programs, when implemented with fidelity, are an effective

way of supporting new teachers in school systems by using mentoring as a strong component of

the program (Ingersoll & Smith, 2011; Wong 2004). Schools on Native American Reservations

can have a difficult time retaining teachers and hiring teachers. Support for new teachers

entering into a district is crucial in order to increase the chances that the new teacher will stay

with the school for longer than two to three years (Brennman, 2015). The schools involved in

this study have had a variety of new programs, curriculum, school improvement strategies and

ideas to bring them out of school improvement. The one strategy they have not had consistently

is a mentoring program in their schools.

Components of this study will be put into action to support schools on Standing Rock to

help develop a consistent mentoring program for new teachers. First of all results of the study

will be shared with school administrators at one of the monthly Tribal Education consortium

meetings. Each month school leaders meet from the nine area districts, as well as head start and

Sitting Bull College to discuss issues and concerns and share ideas and possible solutions to

struggles. Sharing with the leadership of the schools will hopefully provide a foundation for

starting a consistent mentoring program based on the important characteristics of support found

in this study.

I also plan to share the results of the study at several regional education conferences. The states of North Dakota and South Dakota both have Indian Education Summits sponsored by their respective state departments of education. These professional development summits are geared towards school administration, faculty and staff who work with Native American students. The results of the study would be of interest to other teachers and administrators on reservations or in schools with a high population of Native American students. The results of this study could help other schools on reservations or schools that serve Native American Students as the study could be replicated into a mentoring program at their schools or on their reservations.

I plan to develop a manuscript with support from the American Indian College fund for publication in either the Tribal College Journal or in the American Indian College Fund's journal of research. I received a fellowship through the American Indian College Fund for my dissertation work and they will work with me to create a manuscript for publication.

Logic Model for "informing local and regional schools about the unique characteristics for mentoring and support for new teachers at schools serving Native American students.

Inputs

Activities

Outputs

Outcomes

Presentation to local school districts

New information on mentoring supports for local administrators and teachers

Use study to begin foundation for structured mentoring program for new teachers and work with local college to implement program

Local and regional school districts

Conference presentations

New ideas on ways to support new teachers in Native American schools for administrators, teachers, parents, and higher education faculty

Understand and apply ideas of support for new teachers working in Native American schools

Manuscript for American Indian College Fund publication

Qualitative study on mentoring and support for new teachers in Native American schools connecting unique needs of new teachers to school support

Enhance understanding of unique characteristics of support for new teachers in Native American schools

Appendix B

Interview Questions

1. Can you give me some background about yourself, such as what area of the world you grew up (Midwest, southwest, reservation etc..)

2. What kind of college you attended (private, public, tribal, etc…)

3. How did you come to work at this school (insert school name)?

4. Were you part of a formal induction or mentoring program here at the school? If yes please describe the program and process. If no what kind of support did the school provide to you as a new teacher? (Research question 1)

5. What was the structure of the induction or mentoring program if you were involved in one? (Research question 1)

6. What aspects of the mentoring or supportive relationships were helpful for you? (Research question 1)

7. How often did you seek assistance from a mentor or other person in the school who provided support for you? (Research question 1)

8. Have professional development sessions helped you grow and supported you as a professional teacher? If yes how or if not what could have been more beneficial? (Research question 2)

9. Can you describe the role of reflective practice or professional growth in the professional development provided by the school to you as a new teacher?

10. Can you describe the role of the mentoring or support program in the professional development provided by the school to you as a new teacher? (Research question 2)

11. What can the school do to help address your needs as a new teacher to the district if they have not currently been met? (Research question 2)

12. If you reflect back on your first year(s) of teaching here, has the induction or mentoring program had any effect on your job satisfaction and decision to say at this school (insert name)? (Research question 2)

13. How has the relationship between you and your mentor (or support system) supported you as a new teacher here? (Research question 2)

14. How has the relationship between you and your mentor (or support system) challenged you as a new teacher here? (research question 2)

1. What are the characteristics of induction and mentoring programs for new teachers in schools on reservations serving Native American students?

2. How are schools serving Native American students on the reservations supporting new teachers through mentoring, induction or other support programs?

Appendix C

UNIVERSITY *of*
West Georgia.

INFORMED CONSENT FORM
CONSENT FOR AN INDIVIDUAL TO PARTICPATE
IN A RESEARCH STUDY

STUDY TITLE: The Role of Induction and Mentoring Programs for New Teachers on Reservation Schools Serving Native American Students

PRINCIPAL INVESTIGATOR: Chris Fried
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Purpose of the study:
> The purpose of the case study is to examine new teachers, one to three years in a district, at schools on a Native American reservation in North and South Dakota that serve Native American students living in high poverty communities. The study will explore what induction or mentoring support new teachers are getting and what supports the teachers need. With a typical influx of new teachers to these schools it is important to look at the schools and new teachers to understand if there are unique circumstances that affect new teachers and their need for support in their first years of teaching on Reservation Schools.

Procedures to be followed:
> Semi-structured interviews will be conducted at the selected schools with the participants who volunteered to be involved in the study. Interviews will consist of 12 questions and will last no longer than one hour. Interviews will take place in a location free from distractions and during a time that is convenient for the participant.   Locations will include but are not limited to their classroom or meeting space at the school in which they work during their preparation time or before and after school. Participants will also be welcome to conduct the interview off campus at a secure location of their choice. Interviews will be labeled with an identification number that has no connection to the participant to ensure their identity is protected.

Time and duration of the study:

Interviews will consist of 12 questions and will last no longer than one hour.

Discomforts or risks
    We believe there are no known risks associated with this study. There may be uncommon or previously unforeseen risks. You should report any problems to the researcher.

Benefits of the study:
    Research is designed to benefit society by gaining knowledge. You may not benefit personally from being in this research study. Currently there is insufficient research in this area of study and this research will add to the available literature for others.

Compensation:
    You will be receiving a $30 gift card for taking part in this study.

How will your privacy be protected:
    Interviews will be labeled with an identification number that has no connection to the participant to ensure their identity is protected. Interview documents will be stored in a secure file cabinet in the researchers' office. Electronic documents will be stored on the researchers' laptop and backed up on a flash drive, also stored in the researcher's office. The interview documents will not be placed into an online or web based program to ensure the security of the documents and confidentiality of participants.

    You should also know that while every effort will be made to keep research records private and information confidential, there may be times when federal or state law requires the disclosure of records. This is very unlikely, but if disclosure is required, UWG will take steps allowable to protect your personal information. In some cases the University Institutional Review Board (IRB) may inspect study records as part of its auditing program, these reviews will only focus on the researchers and not on your responses or involvement.

When the records, data, tapes, or other documentation will be destroyed (if applicable):
    Documentation will be destroyed after five years.

Participation:
    You are being asked to take part in this research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty. You have the right to ask, and have answered, any questions you may have about this research.

Questions about the research study:
    If you have questions about this research study or any research related problems, you may contact the researcher or faculty advisor listed above.

Questions about your rights as a research participant:
    To contact the Office of Research and Sponsored Operations Compliance for answers to questions about the rights of research participants or for privacy concerns please email irb@westga.edu or contact the UWG Compliance Officer, Charla Campbell, at 678/839-4749 or charlac@westga.edu.

Participant Agreement:
I have read the information provided above. I have asked all the questions I have at this time. I have been given a copy of this informed consent statement to take with me. I voluntarily agree to participate in this research study.

_____   _____
Signature of Participant   Date

_____
Printed Name of Participant

_____   _____
Signature of Research Team Member   Date
Obtaining Consent

_____
Printed Name of Researcher