THE BENEFITS OF THE HAWAI'I INDUCTION PROGRAMS FOR THE NORWEGIAN EDUCATION SYSTEM

A CAPSTONE PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN ELEMENTARY EDUCATION

COLLEGE OF PROFESSIONAL STUDIES

HAWAI'I PACIFIC UNIVERSITY

HONOLULU, HAWAI'I

SPRING 2020

By

Marte Ydstie

THE VIEWS PRESENTED HERE ARE THOSE OF THE AUTHOR AND ARE NOT TO BE CONSTRUED AS OFFICIAL OR REFLECTING THE VIEWS OF HAWAI'I PACIFIC UNIVERSITY

Advisors:

Valentina M. Abordonado, Ph.D.

Eugene Guillian, Ph.D.

Abstract

The Hawai'i State Department of Education envisions that all teachers will participate in a comprehensive three-year induction program at the beginning of their careers. This study investigates what this experience is like for beginning teachers. Furthermore, this study looks at the positive outcomes of the program and proposes ideas for implementation in the Norwegian Education System's mentoring program, which is just underway. This study considers the factors that contribute to a successful mentor-mentee relationship. Using a mixed-method design, the researcher conducted an electronic survey and interviews, together with an analysis of retention data. This study used convenience sampling, and the sample consisted of twenty-three teachers from kindergarten to high school. The survey and interview measures included in-depth questions that allowed the participants to provide the researcher with better information about the induction program. Along with the theory researched in the literature review, the study revealed certain strategies that work better than others. In particular, the findings showed that most of the participants were happy with their mentor and that they felt they had received useful guidance during their first years of teaching. The research will provide the Norwegian education system's mentoring program with helpful information about the importance of a good relationship between a mentor and a mentee for a beginning teacher, who wishes to remain in the profession.

Keywords: mentoring, induction, beginning teachers, teacher retention, teacher attrition

Abstract 2
The Benefits of the Hawai'i Induction Programs for the Norwegian Education System 4
The Need for Mentorship 7
The Benefits of Mentorship 9
Criteria for Mentorship 10
Statement of a Guiding Hypothesis 16
Method 16
Participants 16
Sampling Procedures 17
Measures 18
Research Design 20
Procedures 21
Results 22
Data Analysis 33
Discussion 37
References 41
Appendix A 46
Appendix B 55
Appendix C 56
Appendix D 79

The Benefits of the Hawai'i Induction Programs for the Norwegian Education System

While some beginning teachers acclimate naturally into their new role; others can find this experience to be stressful and challenging. There is a lot to learn, and the learning curve spikes in their first weeks in the classroom. An area of concern for new teachers is whether they will get the help and support they need and if they will get it in time. For some, it might be that they do not connect easily with their students; for others, they realize the challenges ahead are brand new experiences; and for others, there are many more reasons for feeling overwhelmed. Does it help to have a mentor who guides you closely for the first few years, or are there other factors that play a part in integrating a new teacher? Having a mentor is supposed to aim to ensure the best possible transition between education and occupation, safeguard the graduates, help them reflect on their practice, enable them to master educational challenges in practice, and prepare them to network and ensure the quality of the school (Uleberg, 2018). The first years as a teacher are important ones. They build the foundation for the rest of teachers' careers, and provide them with direction as they embark on their careers as educators.

Still, some new teachers leave after their first year. According to Ingersoll, Merrill, Stuckey, and Collins (2018), about 44.4% of teachers leave after their first year because they are dissatisfied. Data from 2015-2019 shows that around 50% of teachers in Hawai'i, and 33% of Norwegian teachers leave their jobs within their first five years. (Drewes, 2019, Hollup and Holm, 2015). There could be many reasons why teachers in Hawai'i leaves within their first years, and one of them could be that they get paid $5,000 less than the national average (Drewes, 2019), and the teachers are paid the lowest in all of the United States, according to McCann (2019). When you compare the salary relative to the cost of living, the State of Hawai'i comes in last place (Missouri Economic Research and Information Center, 2020).

Another reason why teachers in Hawai'i leave within their first five years could be because they feel isolated living and working on a remote island in the middle of the Pacific (Schuler, 2017). Other reasons could be frustration with the pressure of turning in high scores from testing and test results, academic shock from

seeing what they had been taught at university versus what is expected from them in the classroom, low respect from the community from people looking down at the teaching profession, and feeling useless when they meet students with challenging diagnoses or other challenges with the families of their students.

Many reasons or a combination of reasons may contribute to a sense of unhappiness in teaching (Delaney, 2016), which then may increase the desire for teachers to leave the profession. Factors contributing to teachers' decision to leave the profession include low salaries, too much pressure on national testing and performance, and the lack of resources. Another reason why teachers leave could be that there are not enough qualified mentors and not enough teachers in the first place. According to Hawaii State Teachers Association (HSTA, President Corey Rosenlee, "because of the shortage [of teachers], we are taking students who have not completed their degrees and sticking them into the classroom. That is the worst thing you can do. If you don't have the experience, then you tend to burn out and want to leave" (Drewes, 2019). Substitute and emergency hire teachers are not authorized to be appointed a mentor to prepare them for the classroom, and they have already burned out.

Mentoring is a proposition designed to ensure the safety and classroom management of the newly appointed teachers. Within the mentoring relationship, between the mentor and the mentee, there should be room for reflection and healthy development through a flexible and confidential interaction. Every new teacher deserves guidance from someone more experienced to make their latest chapter as teachers a smoother transition. Merely assigning new teachers a mentor like the age-old "buddy system," does not meet the needs of new educators.

There should be requirements to find mentors suited for the role. There are necessary characteristics a mentor should have, such as caring, reliability, integrity, confidentiality, and positivity by nature, which then establishes that mentoring in the school is not for all teachers. Mentors should have the ability to communicate clearly and positively, observe teaching, and discuss objectively without being judgmental. Furthermore, a

mentor should have the ability to plan teaching and provide guidance. Being an excellent teacher and role model in this regard involves following up with the mentee and providing support and assistance as needed. The mentor must be flexible, a staff developer, and skilled when it comes to communication, and finally, a good example for new teachers and other mentors.

The HIDOE (Hawaii State Department of Education) states that the vision for its teacher induction program is that every beginning teacher will participate in a comprehensive three-year induction program and that the program engages beginning teachers in a system of support that includes working with a highly-skilled, trained instructional mentor to accelerate teacher effectiveness and student learning. The purpose of such an induction program is to improve the retention of quality teachers in the profession and strengthen teacher leadership (HIDOE, 2020).

Similarly, the Norwegian Directorate for Education and Training, which is the executive agency for the Ministry of Education and Research, is responsible for the development of primary education for teachers in Norway (Udir, 2017). According to The Directorate, they offer support and guidance for new teachers in their first-year teaching by inviting them to six one-day conferences throughout the year, and the government gives financial aid to each school to spend on mentoring their newest employees. In some way or another, there has existed a mentor system for new teachers in Norway since 2009, but even with the development of better policies and years of experience, there were still four out of ten beginning teachers who weren't receiving mentoring as of 2016 (Skjong, 2019).

For this research paper, the focus is on what defines being a good mentor for new teachers by looking at the definition and origin of the word 'mentor', and looking at how having a mentor for a new teacher might increase their chance of wanting to stay in their profession longer. It will look at how the goals of the HIDOE for new teachers compare to the reality of how new teachers experience their new job. Furthermore, the study will look at what the Norwegian schools can learn from Hawai'i so that they may succeed on their own. Norway

has a proposal for new teachers to receive mentorship and guidance. Still, the actual outcome is vague because it is up to individual schools to decide what kind of offer to provide their new employees, which then determines the relative success and retention of these new teachers.

The review of related literature in the subsequent paragraphs will examine why there is a need for mentorship for new teachers in the first place. Secondly, it will look at the benefits of an induction program, and lastly, what criteria have to be followed by both the mentor and the mentee for there to be a successful development of new teachers. Statistics from the US and Hawai'i will be examined and literature done by other researchers will be presented.

Calling oneself a mentor or coach does not make one so, any more than calling oneself a genius makes it so. According to Pask (2007), it is behavior that distinguishes an individual as a mentor. Thus, in order to write about how mentors can alleviate the stress levels on new teachers, it is important to begin with a concept clarification that elucidates the historical origins of the work mentor. The word mentor dates back to 700BC from a character in the Greek poet Homer's Odyssey named Mentor. In the play, Mentor was a trusted friend of Odysseus and gave Homer advice (The Great Norwegian Encyclopedia, 1997). Later, the word mentor was used to describe a faithful and older person who advised a person less experienced. The word mentor still has the same meaning today. It is not only used when mentoring new teachers, but it is also applied as a term in many different situations, both informal and formal.

The Need for Mentorship

Teachers are the most important factor in determining a student's success, and how well they are doing, both academically and socially. For a student to succeed, the teacher needs to succeed as well, and a new teacher needs to have the tools and support they need to handle the world of school. It is not just about knowing where the printer room is, or when recess is scheduled. It is about knowing how to handle unforeseen situations

every day. When working at a school, it is about how the teacher handles complicated dialogues with the parents, how to solve problems stemming from bullying and other unforeseen circumstances.

Mentors can either be formal or informal. According to Garvey (2000), having an informal mentor has its benefits, by taking the mentee to the mentor's level, and teaching the mentee the basics of what they need to know. With a formal mentor, the mentee will exceed and grow beyond the established baseline along with the mentor. Most teachers have informal mentors, and later become one to their new peers, so for many schools, having a formal mentor has never been on the agenda. Nevertheless, training is a necessity when developing new skills, and mentorship training are essential for a successful and productive program (Vierstraete, 2005). Even with a degree in education, there are still many new skills for a new teacher to learn like classroom management and building relationships with students, peers, and parents. There is a vast difference between training during the degree program and being in charge of a classroom, all by oneself. For there to be a healthy, successful development for beginning teachers, they must have someone relatable, a role model, and someone who can be there for them at every step of the way. According to Vierstraete (2005), new teachers need to know how to collaborate with colleagues and how to articulate their beliefs, practices, and goals in ways that are understandable to new teachers. With this as a basis, mentor teachers have the development of a prospective teacher as a primary responsibility.

Having a mentor by a new teacher's side is not just about helping them with their daily challenges, it is also about helping them build an array of tools so they can become successful independently. It is also about teaching them confidence and developing self-esteem about the role they play in the workplace. For mentoring to be effective, there must also be a focus on the mentors themselves. An ideal situation would be districts providing support for mentors, tangible incentives, release time, and of course, professional development including tailored coursework (Vierstraete, 2005). Some new teachers are what can be called "born-teachers," who easily fall into their new role in the school and might not seem to need much mentoring, while for others, it

will be apparent that they need guidance. Even so, every new teacher deserves a mentor. It is important to remember that mentoring consists of a long-term relationship focused on supporting the growth and development of the mentee and choosing the right mentor is not only the principal's responsibility to achieve success, but that there also needs to be a connection between both partners of the mentorship (Reh, 2019). There is a lot to navigate through, from lesson planning to parent meetings to new routines.

The Benefits of Mentorship

The benefits of mentorship are not only for new teachers, but many mentors feel like they come full circle and can give back to a new teacher what they had received from their mentor when they first started teaching. Most importantly, there are many benefits for the schools, the students and society for the new teachers to succeed. According to the HIDOE (HIDOE, 2016), there has been a reduction in teacher turnover with more induction and mentoring of new teachers, with 5% fewer teachers leaving the profession in 2019 than in 2018. In 2005, the HIDOE started requiring new teachers to receive mentoring, and by 2010, the programs started receiving federal and private funding because they saw how everyone was benefiting from this mentoring experience. It is easier to see the benefits that the schools gain from the mentorship programs for new teachers because they have the statistics to prove it. From the data, it is clear that new teachers reap rewards, such as the feeling that they belong, and that they are successful. Because of this professional development, more of them decide to stay longer in the profession than before. So, what are the best advantages, specifically, for the new teachers who receive mentoring in their first year?

The biggest advantage is that the new teacher does not feel alone. They will feel overwhelmed and they will have many questions about everything, but at least with a mentor, they will not be alone. Another great benefit of having a mentor is that the mentor can supervise the new teacher and provide him or her with suggestions on improvements (Lynch, 2016). Mentees have someone who will listen, guide them, and provide

advice about how to tackle both small and big challenges, how to become independent, and how to feel confident. A great advantage for new teachers is that r mentors can help them find solutions to a problem that they otherwise would have spent a longer period of time solving. With advantages come disadvantages, and there is always a certain risk of having a mentor who does not fit well with the mentee. Some may receive a mentor who does it for the extra salary and does not take an interest in ensuring the mentee progresses as they should. For others, there is a chance that the mentor is not being professional enough or knowledgeable about the issues and challenges the mentee faces in their day to day life.

For there to be a success for both the mentee and the mentor, there needs to be certain criteria that need to be met. First of all, there needs to be trust. Lejonberg (2014) describes this trust as how responsibility for others is awakened inside of us, and that trust is fundamental to human communication. When one person turns to another, he or she shows trust, and this obliges the recipient to also show the person who is approaching him or her that they respect them. Showing trust is a form of surrender, and this also holds power, since the recipient has the opportunity to contribute both positively or negatively to the other. It is essential that it is not broken or abused by anyone involved in the mentorship.

Criteria for Mentorship

Mentoring is not a magic wand that automatically creates success. It takes work. Building a successful mentoring relationship requires specific skills, responsiveness, and structure from both the mentor and the mentee. Success happens when both parties work to make it work, and when the best practices are in place for the mentee, for the mentor, and for the relationship between them (Abbajay, 2019). The mentee needs to be committed and willing to grow. The mentee has to be open, and accept feedback, and be willing to show both courage and vulnerability. The mentor has to be available, be a role model, with a growth mindset. It is not a "you versus me"-mentality that makes a relationship successful, but a "us together towards the same goal"-

mentality. The goal should be to make the mentee feel healthy, happy and successful in their new role as a teacher. Mentoring is a measure designed to ensure the safety and classroom management of the newly hired teachers. There should be room for reflection in a flexible and confidential interaction with one more experienced teacher.

Both Hawai'i and Norway have induction programs with criteria for the mentorship. The HIDOE (HIDOE, 2005) has set five induction standards that everyone involved in a mentorship (principal, mentor, mentee) follow to create effective and confident new teachers. They are:

1) Systemic support for high-quality induction programs (For the new teacher to succeed, there needs to be a type of support system from every stakeholder involved, from the principal and the local school to the Department of Education).
2) Mentor selection, development, and support (There is a process for how to choose a mentor for a mentee and its specific role).
3) Mentoring for instructional excellence (The mentors are to support the new teachers to achieve success, by improving instruction, helping them with issues of diversity, and guiding them through formative assessments to assess growth and development).
4) Beginning teacher professional development (It is the mentor's responsibility to make sure the mentee has professional learning opportunities designed to meet his or her unique needs).
5) Program assessment and evaluation (The mentors make sure the mentee knows how to collect, analyze and use multiple sources of data to improve his or her teaching).

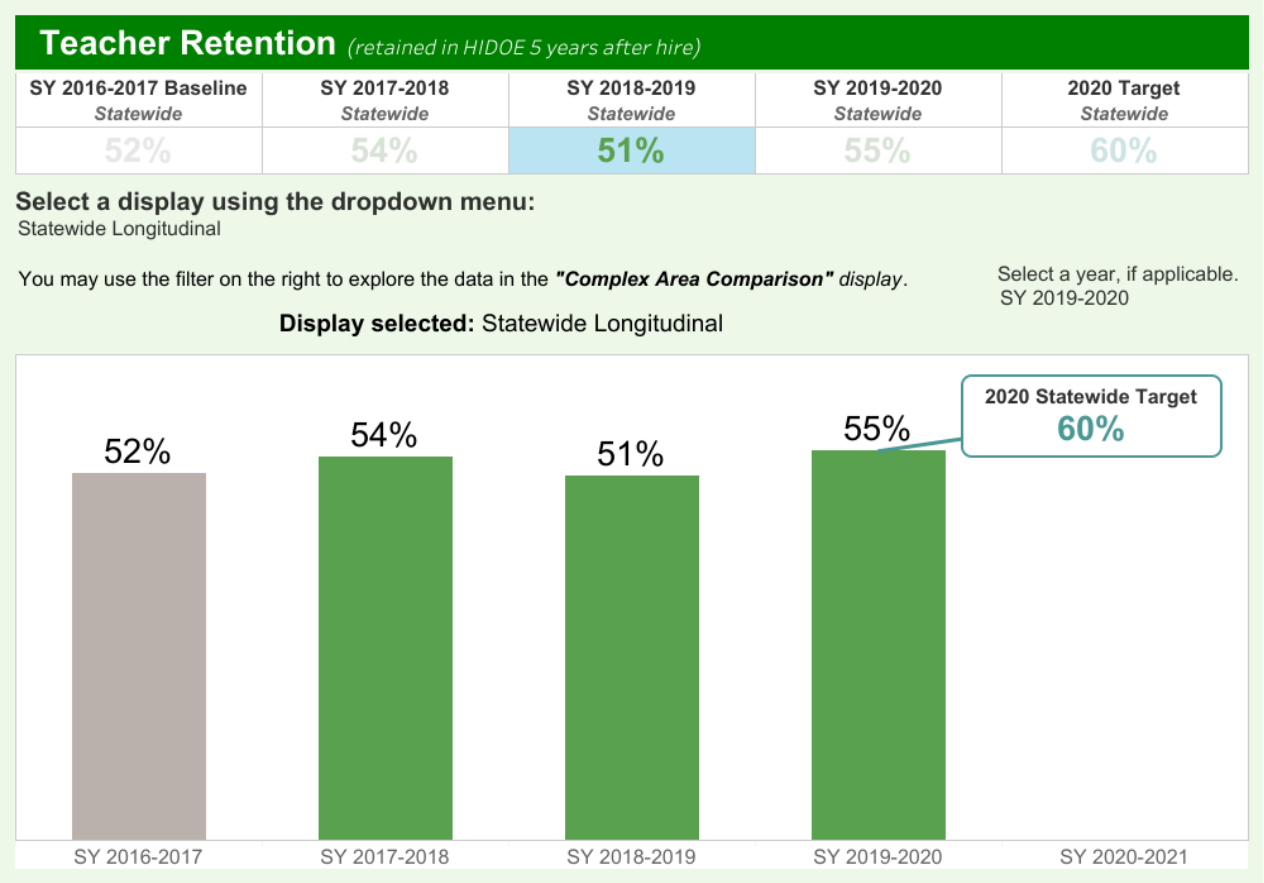
When school's follow these standards, the HIDOE believes that new teachers will be viewed as priorities and as fundamental elements of a stable educational system. They believe that this will accelerate new teachers' efficiency and increase student learning.

The Norwegian Directorate for Education and Training (2019) also has criteria for their mentoring program, but they are called guidelines, and it is up to the individual schools to determine how they prefer to implement the program. Their criteria are the following:

1. The mentoring adapts to local conditions in terms of organization and content and is systematically implemented and prioritized during the first two professional years.
2. The mentoring motivates the beginning teacher to develop further and remain in their profession.
3. The mentoring is preferably carried out by qualified supervisors who stay up-to-date and get opportunities for continuing education.
4. The mentoring includes, recognizes, and uses the beginning teacher as a resource and contributor in the professional community, with a frequency and scope that contributes to learning and development.

Both programs have goals of using mentoring as a tool to see their teachers remain in their profession. In 2016, HIDOE (2020) had a 52% teacher retention, and the goal for 2020 was for it to increase to 60%. In 2018/2019, retention was 51% but increased to 55% in 2019/2020. So, even if the HIDOE was still is 5% short of its goal, the statewide teacher retention was slowly increasing, as indicated in Figure 1 below:

Figure 1. HIDOE Teacher Retention.



It is impractical to compare the retention data between Hawai'i and Norway because the accessible Norwegian retention data is older than the data from Hawai'i and the way the Norwegian system measures retention is different. The Norwegian government (Government.no, 2017), reported in 2017 that 90% of teachers remain in their profession in Norway. However, that number is debated by teachers and journalists as being too high, compared to the actual number. When the Norwegian government points out that "nine out of ten newly qualified teachers continue in the job," these are the students who have graduated as primary school teachers and who have started working as teachers. Behind this figure lies the fact that many newly qualified teachers do not start working as teachers. The figure does not show how many teachers never started working in school (Lund et. al, 2017). The number is most likely more around 84%, but the numbers are from 2015, and

the numbers from Hawai'i are from 2020. In Norway, one out of three newly graduated teachers who never begins working as a teacher opts out for reasons like realizing the amount of pay versus the amount of work. (Dahlback and Skille, 2013). Again, these are old statistics compared to HIDOE. However, they do show that, although the retention rate of teachers already employed is high, the number of teachers who never begin in their new profession is also quite high. In order to have a real discussion about the degree of recruitment challenges for the teaching profession, one must look at both the dropout rates in the teacher education programs, the number of unqualified teachers, how many quit as teachers, and how long the teachers are in the profession. The reality in Norway, according to the Organisation for Economic Co-operation and Development (OECD)'s Teaching and Learning International Survey (OECD, 2019) showed that the vast majority of newly qualified teachers received too little academic follow-up in the transition from education to occupation. Only one in four newly qualified teachers state that they have participated in an introductory program at the school, and only one in six newly hired teachers had a mentor or mentors. Because of this report, the government decided to allocate a grant in August 2020, intended to help newly qualified teachers in primary schools receive higher quality guidance so that more people can gain a better transition from education to occupation and remain in their profession.

Teachers working in Hawai'i are paid the lowest of all teachers in the U.S., and Hawai'i is one of the states with the highest cost of living. Good pay is more than enough of a motivation stay. Norwegian teachers aren't paid a lot more than teachers in Hawai'i, but the cost of living is lower compared to Hawai'i, so perhaps teachers in Norway choose to stay in their profession because they can afford to. The mentoring program in Norway leaves it up to the individual schools as to how they want to interpret the national mentoring standards, which can make the outcome of the quality of the mentoring program vague.

The average Public School Teacher (adjunct) salary in Hawaii was $46,790 as of March 26, 2020 (NEA, 2020), while in Norway, the average salary for a teacher was $63,000 as of February 20th, 2020 (SSB,

2020). The cost of living is high in Norway as well, but compared to Hawai'i, they have free healthcare and free education for everyone, which could make it easier to survive financially. Since Hawai'i is a state belonging to the U.S., and Norway is an independent country, comparing cost of living won't be accurate, but for the sake of comparison, when the capital of Norway, Oslo, and the capital of Hawai'i, Honolulu were compared, and the cost of living in Oslo is 6% cheaper than in Honolulu (Expatistan, 2020). What wasn't considered in that percentage, were two important factors: healthcare and education, which are free to everyone in Norway.

There is a significant need for mentorship now more than ever. The research and statistics support this need, and the challenges the new teachers face in their first years are only increasing. The definition of effective teaching has changed greatly in recent years. Today's teachers are expected to help the most diverse student population in our history meet the highest education standards that we have ever set. In the process, they are expected to serve all students equally well (Stansbury and Zimmerman, 2000). This may sound overwhelming, but with good mentors, it is possible to help the new teachers succeed in their new careers. This study is different from the previous studies in terms of the focus on what one program can teach another on a different continent. It focused on the impact that the Hawai'i Induction Program can have on the same program in Norway, using the information and experience of teachers in Honolulu, which will hopefully help the Norwegian teachers experience a better beginning. Reviewing the previous studies helped in the formation of a clear conception of the methodology of the study, the formulation of objectives, the construction of the theoretical framework, and the selection of appropriate statistical methods for data processing. My hypothesis is suggestive of a mixed-method research design to see not just to find the facts of how the induction program works for teachers in Hawai'i, but to understand them as well.

Statement of a Guiding Hypothesis

Because new teachers in schools in Hawai'i who go through an effective induction program become successful, healthy, happy teachers who ultimately stay in their careers longer, Norway can increase their retention of teachers by applying the same methods as Hawai'i.

Method

Participants

Participants targeted were teachers who had worked as teachers for at least one year. Age and gender were considered the most important factors for the research, together with the teachers' grade level and years of experience. Factors such as their ethnic and/or racial group, their socioeconomic status, immigrant status, disability status, their sexual orientation, and their gender identify were not considered for this survey because the survey focused on their experience with a mentor. All participants were invited to answer a survey, and at the end of the survey, they were asked if they would agree to be contacted by email for a follow-up interview. For the survey, the sample was anticipated to include approximately thirty teachers, and five teachers were selected for interviews. Twenty-three teachers participated in the online survey, and four teachers participated in the follow-up interview. Of this group, ten participants were between 20-30 years old, nine participants were between 30-40 years old, and four participants were above forty years old. There were fourteen female participants and nine male participants. Two participants taught in Kindergarten, seven participants taught in lower elementary, four participants taught in upper elementary, two participants taught in special education, and eight participants answered the option "Other", when asked which grade they taught at. Fifteen participants had less than five years of experience as a teacher. Four participants had eleven or more years of experience, but they were informed that their responses should focus on what they remembered from their first years as a new teacher, and their data was still included in the analysis.

Sampling Procedures

When selecting the sample group, schools were selected which had good induction programs, ensuring their new teachers were assigned a mentor in one way or another. The researcher was advised by her HPU professors on whom to contact to conduct the survey. Because of the difficulty of finding participants, the researcher had to access participants who were likely to respond to the survey. According to HIDOE (2020), the population of Kindergarten to K-12 teachers in Hawai'i is roughly 13,000 teachers which also includes librarians and counselors. From the Employment Report by HIDOE, the number of new teachers employed in 2017/2018 were 1,380. The sample size for this study is expected to be a total of 30 teachers, and that is only 2.3% of the last known number of newly hired teachers, so the sample is small and may not properly represent the population. Nevertheless, the participants evenly represented the range of potential participants in terms of age groups, grades, and schools. Furthermore, the survey and interviews elicited similar thoughts, perspectives, and responses from the participants, suggesting that additional participants were not needed. Thus, Mills and Gay (2019) would argued that the selection of participants for this study was sufficient.

It is difficult to estimate the percentage of the approached teachers who participated because the survey was widely distributed to through five professors at HPU, however it can be estimated to be around fifty teachers altogether. Therefore, based on this assumption, 46% of the approached teachers participated.

The survey was sent electronically using Google Forms, and the interviews were sent over email, and answers were collected thereafter. Although the names of the participants were shown to the researcher by signing the consent form, or through answering the interview by their email address, their names will not be used in the research paper. Before the participants answered the questions given to them, they were asked to sign a consent form (see Appendix A), and after they had completed the survey, they were asked if they would mind being contacted for a follow-up interview, Nineteen of twenty-three participants (81%) agreed to

participate in the interview, and a follow-up email was sent to out. Only four participants replied and participated in responding to the interview questions.

There was no cost for participating in this research project, the participants were not compensated for answering the survey and the interview, and it was voluntary for everyone. The research design was approved by the internal review board (IRB) of Hawai'i Pacific University (HPU) who made sure the ethical standards were met.

Measures

The study attempted to measure the relationship between the mentor and the mentee and its effect on employee retention. To measure these relationships, a survey (Appendix A) and an interview (Appendix B) were utilized. The reason these three measures were chosen to collect the data was to find out how teachers experienced their new profession with or without a mentor and to see how an induction program works or does not work. The survey was chosen as a measure because it was easy to distribute to reach participants, and it was a good tool to use to describe characteristics of the teacher population in Hawai'i. The survey could cover a broad range of data that could be collected, such as attitudes, opinions, values and factual information. It also gave the researcher an opportunity to receive in-depth answers and to understand the participants' reasoning about their answers more profoundly.

To achieve content validity for the survey (i.e., the degree to which the survey accurately measures what it was trying to measure), the questions were designed to ask both positive, neutral, and critical questions about the participants' relationship with their mentor. Thus, the survey items were relevant to the measurement of the intended topic of inquiry. To determine criterion validity, the responses from the four participants who participated in the survey were compared to their responses during the interview. To determine the reliability of the study, it would be necessary to consider whether the survey results would be consistent with results from a

survey repeated in a later research study. To decide whether the sample size was sufficient, it would be necessary to determine if the participants represented the range of possible participants for the study and if the responses were sufficiently redundant, i.e., the responses from most or all of the participants revealed the same thoughts, perspectives, and responses so that additional participants would not be needed. For instance, if the retention rates of the participants in the survey approximated the retention rates of the HIDOE as a whole, it could be an indicator that the sample size was sufficient.

The survey presented both a quantitative and a qualitative view of experiences, while the interview presented an in-depth qualitative explanation of their experiences. The combined data became the basis of mixed-methods research because the study focused on collecting, analyzing and mixing both quantitative and qualitative through the survey, and qualitative data from the interviews. The use of a mixed-method design for this study was used because the combination provided a better understanding of the research questions than either approach could do alone. The primary research method approached was to gather information directly from the subjects, i.e., the teachers who participated in the study through a survey and interviews. This exploratory research study aimed to identify the problem of mentoring and retention in Hawai'i. The guiding hypothesis for this study was that mentoring does, in fact, have a positive effect on teacher retention, and that any findings would be useful to apply to the Norwegian mentoring system. Lastly, once the data had been obtained, the researcher continued the study through descriptive data analysis. For this study, it was important for the topic to be understood in depth, and the goal for the research was to explore the problem, and not actually to derive conclusive findings. Nevertheless, the study will be helpful to the researcher for future research.

The survey contained thirty questions and divided into sections with the first section focusing on dividing the participants into groups that could help the researcher understand their response with the other questions. The first section had questions about their age, gender and, what grade they were teaching and how

long they have been employed as a teacher. The second section was about the communication between the mentor and the mentee, how they communicated, how often they communicated, and how they viewed the relationship as either casual or more structural. The third section focused more on the emotions that the mentee experienced and if and how the mentor was of help. It also asked if the mentee was observed and how often, and also if they felt they were given constructive feedback that helped them become more secure in their role. The fourth and last section focused on the future, and if they saw themselves staying at their school, or if they saw themselves changing their workplace. It also asked if they were missing something from their mentor, and as an open answer, they were able to go into details on their thoughts on this topic. While most questions were constructed using a Likert-scale, some had a yes/no option, while the rest had open-answer options.

Potential threats to validity associated with the design and aspects of the study were if some participants gave half-hearted responses and to minimize their potential effects, or if the participants selected for the research were acquaintances of the researcher.

The interview was made up of nine in-depth questions that focused on giving the interview subject an opportunity to explain in detail how they experienced their relationship with their mentor, expressing the challenges they met as beginning teachers and if and how the mentor helped them through this. Like the survey, it asked them about what they were missing from their mentor, and also a hypothetical question about how they would imagine they would do without a mentor by their side in their first years as a beginning teacher.

Research Design

The purpose of this research study was to investigate what works successfully within the Hawai'i Induction Program in Honolulu, Hawai'i, and to look at what elements could be brought over to the Norwegian induction program. Therefore, a survey research design was selected for this study so that the researcher could inquire about participants experiences with their mentor and compare the responses from the survey and the

interview with a question in the survey about whether the participants saw themselves working at their current place of work in a year,

The hypothesis for the research stated that Norway can increase their retention of teachers by applying the many factors that work well within the mentoring program in Honolulu. The survey and interview questions were developed to assess the veracity of this guiding hypothesis. Some of the survey questions that are relevant to the hypothesis were, for example "How is your relationship with your mentor?", "Do you feel you can trust your mentor with vulnerable questions?" and "In your first month (or months) as a new teacher, were you observed in the classroom by your mentor for more than 15 minutes?". The variables in the survey are questions regarding experience in the outcome of mentoring the participants receive in addition to some demographic information used to look for demographic bias in response. Since the participants were given confidentiality, there are no environmental constraints.

Procedures

The researcher developed an online survey by using Google Forms with thirty questions with both quantitative and qualitative questions. Within the survey were seven open questions for the beginning teachers so they could elaborate on their thoughts about mentoring. The survey consisted of four sections. The first section focused on determining for the researcher who they were and how far they had gotten into their profession. The second section asked about their relationship with their mentor, and their thoughts about said relationship. The third section looked at the thoughts and feelings the mentee had about the mentor relationship, and the stress levels they experienced as new teachers. The fourth section looked at the future of the mentee, and where they believed they will be in a year or more. All questions referred to the relationship they had or didn't have with their mentor their first year or years as a beginning teacher. The survey results were analyzed to determine the percentage of respondents who had good, mixed, or poor experiences with induction. The

survey was followed by a focused interview of selected respondents of the survey, categorized according to their evaluation of the induction experience. In terms of hidden assumptions, in the data analysis, it can be assumed that the results could be applicable to Norway. The limitation of the sample was that it was chosen by convenience and not randomly or purposely selected. This added some degree of uncertainty to any conclusion that might be made. Another limitation of the sample was because this study was written in the middle of a global pandemic outbreak that closed down all schools in the State of Hawai'i, so some of the schools that were contacted for the survey, were not able to participate.

Results

The guiding question for this research study was how the relationship with a mentor either helped new teachers feel successful and see themselves wanting to remain at their workplace, or if there was any reason why they wanted to leave their profession. Duringthis study, twenty-three teachers responded to a survey (Appendix C), and four teachers participated in in-depth interviews (Appendix D). Furthermore, the results were compared to the retention data provided by HIDOE. The data was collected between February 2nd, 2020 and April 10th, 2020, and was compared to the responses to their intentions about remaining in their profession.

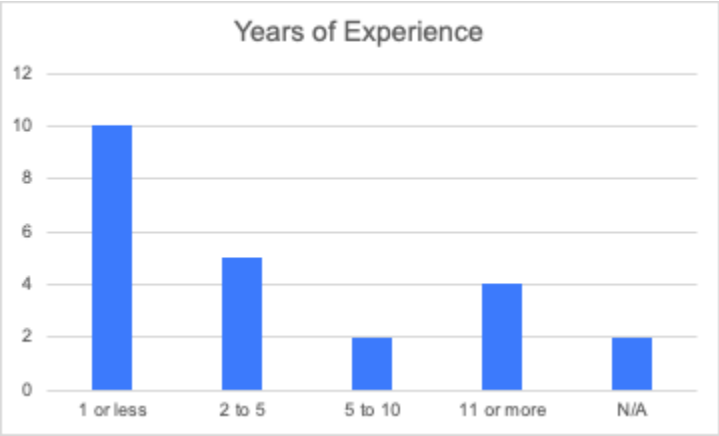
Demographic information about the survey participants are presented in the table below:

Table 1. Overview General Information about the survey respondents.

Gender	**Female**	**Male**			
N	14 (61%)	9 (39%)			
Mentor	**Assigned a mentor**	**No mentor**			
N	22 (96%)	1 (4%)			
Age	**20-30**	**30-40**	**40+**		
N	10 (44%)	9 (39%)	4 (17%)		
Grade	**Kindergarten**	**Lower Elementary**	**Upper Elementary**	**Special Education**	**Other**
N	2 (9%)	7 (30%)	3 (17%)	2 (9%)	8 (35%)

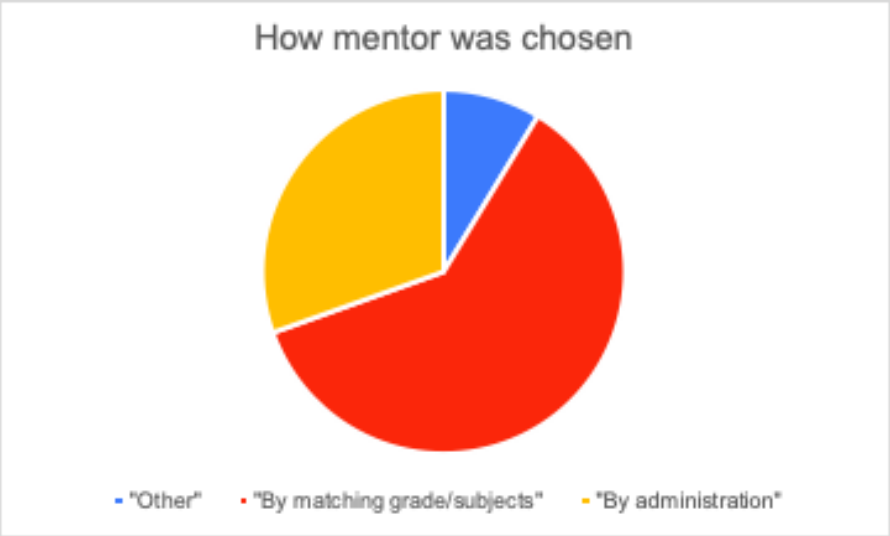
As shown in table below, about half of the participants (47.6%) indicated that they were in their first year of teaching at the time of answering the survey, while some (23.8%) had been teaching for two to five years, others (19%) had been teaching for more than eleven years, and a few (9.5%) answered that they had been teaching for five to ten years.

Figure 2. Years of Teaching Experience.



Section two of the survey looked at the relationship between the mentee and the assigned mentor, and twenty-two out of twenty-three answered that they had been assigned a mentor when they started teaching. With the follow-up question on how their mentor was chosen for them, about half of them (56.5%) answered that the mentor was chosen by matching their grade and/or subjects. The rest were miscellaneous answers and the participants were given the option of an open-answer. Figure 3 shows the various methods for selecting a mentor: by the administrator (xx%), by matching grade and/or subject (xx%), and other (xx%).

Figure 3. Method for Choosing a Mentor.



When the mentees were asked how they preferred to communicate with their mentors, nineteen (82.6%) responded with the option of communicating face-to-face, while two groups equally (8.7%) said they preferred communicating through phones and (8.7%) email. Twenty of the participants (90.9%) answered that their relationship with their mentor was either going well or that it went well, while one said the relationship was non-existent, and one said that he/she was hoping to change the mentor.

Sixteen out of twenty-three participants (72.7%) answered that they envisioned a more casual relationship with their mentor, while six participants (27.3%) preferred a more structural relationship. "More casual" was defined by the researcher as the mentee could contact the mentor whenever they needed it, while "more structural" was defined as so a certain time was set for the mentee and mentor to meet and discuss the challenges the mentee met at their place of work, as seen in Figure 4 below:

Figure 4. Mentor Communication.

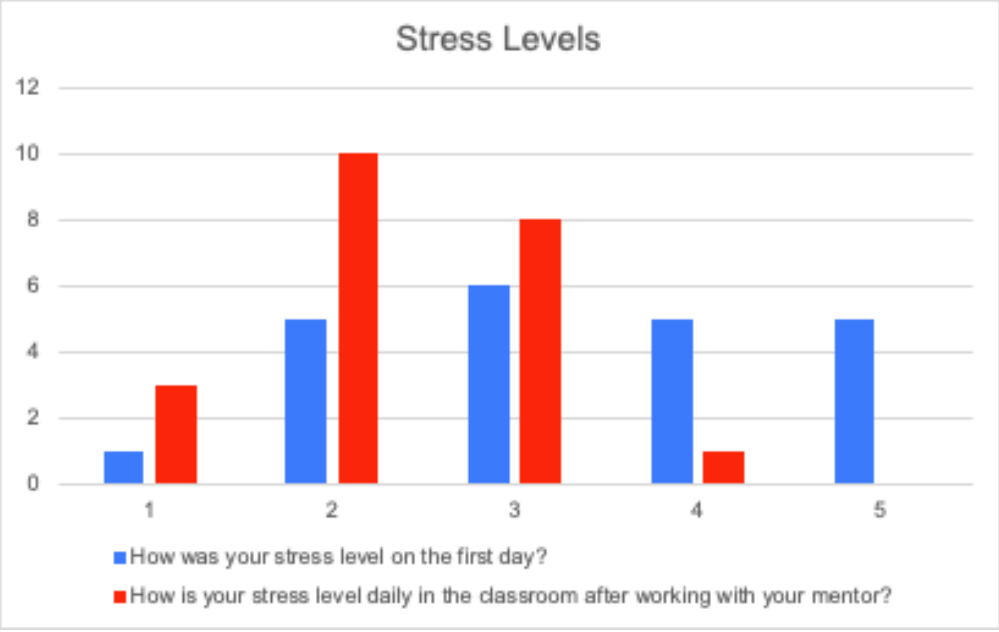
The next two questions on the survey were open-ended questions, which gave the participants an option to express personal opinions about what they thought was the most important quality of a good mentor, and also what they thought was the most important thing they would like to get out of their relationship with their mentor. For the first question, the answers were mostly that the mentee wanted to be seen, heard, and understood. Several participants said that the mentor should show that the mentee is prioritized and taken seriously, but also that the mentor should be friendly and show that they want their mentees to become a great and successful teacher. Others said that they expected the mentor to show professionalism and leadership, and be able to give good constructive feedback and be patient with the mentees.

For the second question on what the most important thing the participants would want out of their mentorship, some said they wanted to achieve a relationship of mutual support, respect, and life-long learning. Others said that learning about innovative teaching materials and improvements on teaching practices such as classroom management, preparing for and leading conferences, teacher to student relationship building, and assessment strategies.

The next four questions focused on trusting the mentor and the stress levels experienced by the mentee in their new profession. Nineteen out of twenty-three participants felt they could trust their mentor, while two

answered that they maybe could trust their mentor, and two answered that they could not trust their mentor. When they were asked how their stress levels were on their first day versus daily after working with their mentor, and with using the Likert-scale of 1 to 5 with 1 being very low and 5 being very high, eleven participants (47.8%) answered that their stress levels were either a 4 or a 5 on their first day, but in their daily life after receiving mentoring, only one participant still felt like their stress level was on a 4. Another eleven participants (47.8%) answered that their stress levels were on either a 2 or 3 on their first day, and in their daily life with mentoring eighteen were on the same levels. One participant (4.3%) answered that their stress level was very low on their first day, and three participants (13%) answered that their stress level was on one in their daily life with mentoring.

Figure 5. Mentee Stress Levels.



The participants who indicated that they had experienced high or very high stress levels were asked what their biggest stress factors were. Seven participants explained that one stress factor was communicating with the parents, and some said they were scared of failure, concerned about not knowing what to do, and worrying

about current world situations, like, for example, COVID-19.

When the participants were asked how often they met their mentor in their first month of teaching, the answers were very different as seen in the following graph.

Figure 6. Frequency of Meetings with Mentors.

Figure #5

Seven participants (30.4%) answered that they met their mentor every day, while four participants (17.4%) met their mentor a couple of times per week, and four participants (17.4%) met their mentor a few times during the first month. Three participants (13%) answered that they met weekly, while two said they hadn't met their mentor in the beginning at all.

The next two questions focused on whether the mentees were observed by their mentor in their first month of teaching, and if they were given constructive feedback from the mentor. Twelve of the participants (52.2%) answered that they hadn't been observed in that time frame, and eleven participants (47.8%) answered that they had. Eighteen of the participants (78.3%) answered that they had been given constructive feedback by their mentor and felt more secure in their role as a teacher, while three participants (13%) answered that they

maybe had been given constructive feedback, and two participants (8.7%) answered that they had not been given constructive feedback.

For the third and next to the last section, the survey focused on the thoughts and feelings the mentees had about the relationship with their mentor. The participants were given four statements. The first statement stated that the mentee felt comfortable with the mentor with a Likert scale of 1 being not at all and 5 being very comfortable. Eighteen participants (78.3%) answered that they felt comfortable, while two participants (8.7%) answered a 4, another two participants (8.7%) answered a 3, one participant (4.3%) answered 2 and none answered 1.

The next statement asked if the mentees felt seen and heard by their mentor with a Likert scale of 1 being not at all and 5 being very much. Eighteen participants (78,3) answered very much, three participants (13%) answered a 4, and the remaining two participants (8.7%) answered a 2.

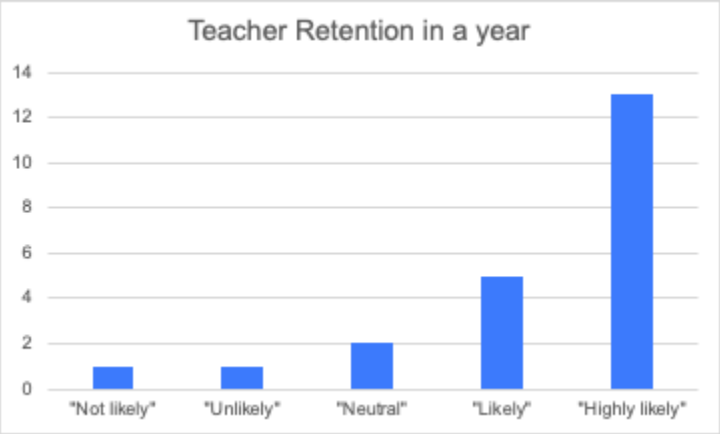
The third statement asked if their mentors were a great role model for them with a Likert scale of 1 being not at all and 5 being very much. Ten of the twenty-three participants (43.5%) answered that they strongly agreed, and also saw themselves staying in a year. Five participants (13%) said they either agreed or were neutral, and also saw themselves remaining in their job.

The last statement asked if the mentees felt they always received feedback when they asked the mentor questions with a Likert scale of strongly disagree (1) to strongly agree (5). Twelve participants (52.2%) said they strongly agreed, eight participants (34.8%) said they agreed, while two participants (8.7%) were neutral, and one participant strongly disagreed.

The last section of the survey focused on the future of the mentees, their view of their own potential, and if there was anything they were missing from their mentor. The first statement asked if the mentees could see themselves working at the same school in a year with a Likert scale of 1 being not likely and 5 being highly likely. Thirteen participants (59.1%) answered that they would highly likely stay at their place of work, while

five participants (22.7%) said they were likely to stay, with two participants (9.1%) being neutral, one participant (4.5%) answered unlikely, and one participant (4.5%) answered not likely.

Figure 7. Intended Teacher Retention for the Next Year.



The follow-up question to the previous statement was what changes would have been made to make sure the mentees saw themselves staying at their place of work with the option of open-answer. Most of the participants answered that they were happy with their current workplace, but that they would need to see more support from the administration and colleagues.

When the participants were asked if they felt they were reaching their full potential, they were asked a follow-up question: if they didn't feel like they were reaching their full potential, what would make them feel that way? Fifteen participants answered that they felt they were reaching their full potential, and seven participants answered that they were so early in their new employment that they felt it was too early to say.

The next-to-last question focused on whether there were particular factors the mentees were missing from their mentor, and the answers varied from the mentee wanting to see more fun in the classroom, another said they were missing more structure at the beginning of the school year and throughout the year, while most answered "nothing".

The last question in the section, and the last part of the survey, asked if the mentees were to hypothetically quit their profession tomorrow, what would their reason be. Some participants answered that that would not be the case, because they were happy at their workplace, while some said that a challenge would be to balance work and life, while some expressed their concern of a too-low salary, and a few said a reason to leave would be because of an inconsistent schedule and disorganization in the leadership at their school.

For the interview, the participants were chosen by contacting survey participants who consented to being contacted for an interview at the end of the survey. Nineteen participants agreed to be contacted and the researcher sent out an email to them. Four participants replied with a complete set of answers from the survey. The results of the interviews were collected by asking four participants nine in-depth questions about their mentee/mentor-relationship and how they view their future as a teacher. The participants for the interview were three female teachers and one male teacher. For this study, the participants were called T1, T2, T3, and T3 (teacher 1, teacher 2, teacher 3, and teacher 4) to keep them anonymous as seen in the table below:

Table 2. Demographic Information about the Interview Respondents.

	Age	Gender	Grade	Years of Experience	Assigned a mentor?
Teacher 1	20-30	Male	Upper Elementary	1 or less	Yes
Teacher 2	30-40	Female	Special Education	2 to 5	Yes
Teacher 3	20-30	Female	High School	1 or less	Yes
Teacher 4	30-40	Female	Kindergarten	11+	Yes

The first question that was asked, was why the teachers had chosen their current workplace. T1 answered that the decision was based on location and position openings in his area, while T2 answered that she was offered a job there after she had substituted for a longer period of time. T3 explained that she chose her school because she had heard that it was a good environment for her to learn and get to know how it felt to be in a classroom, and T4 answered that she found her school after agreeing with their mission, vision, and philosophy and that after she had met the administration, she felt they were on the same page of how they wanted to work with children. She also said that it was a bonus that the school was close to her home.

The next question was a statement made by the researcher that said that if I (the researcher) said the word mentor, what would the participant's first thoughts be. T1's first thoughts were guidance, constructive criticism, critique, freedom, helpful, and role model, T2's thoughts were that a mentor was someone who is supposed to help and guide you, T3 thought of the word scaffolding, and T4 said that her first thoughts were that a mentor was someone who walks side by side with the mentee during their probation period until the mentee gets the hang of the job.

Questions three and four focused on the relationship the participants had with their mentor, and the first question asked how the mentee described it. T1 described his relationship as great, and that he experienced that they communicated effectively and that a good level of professionalism was maintained which allowed him to ask for guidance and recommendations throughout the year. T2 said that she felt forgotten a lot by her mentor and that the mentor always seemed too busy for her. T3 said that her relationship with her mentor felt like they were coworkers without explaining it more than that. T4 answered that the mentor and she had a great colleague/friend relationship. When asked what the top three things their mentor helped them with, T1 answered that he received help with classroom management skills, using the computerized attendance and grade book, and lesson planning. T2 said that she couldn't answer this as she didn't feel like she had gotten any help at all. T3 said that her mentor helped her with classroom management, teaching materials and to think outside the box. T4 said that she received help with navigating the DOE system, answering any questions, and guiding her through observations.

The next section of the interview was about challenges the teachers met as newly employed and which areas could be improved to make their daily life easier as a teacher. T1 said that the biggest challenge was on how to manage late or absent students and that having a better classroom management plan for tardy or absent students would make his life easier as a teacher. T2 answered that her biggest challenge was time management because she felt that there was a lot that was expected out of her as a teacher, but not necessarily enough time to

complete all the tasks. She said that one area that would improve her daily life was a better schedule that a mentor should help set up with. T3 said that her biggest challenge was how to deal with the different age groups and that an area of improvement would be to have routines on how to assign tasks. T4 said that her biggest challenges were adjusting to a new place with students that she had never met before, and to understand the curriculum, and being able to teach the content that the students needed to know by the end of the school year. She said that an improvement would be to have better communication, to make sure that everyone on her team was on the same page to keep a continuity in how their teacher was done so that there would be a flow between the grades.

The next section asked the participants if they were missing something from their mentor and how they would think they would have been able to get through the first months without a mentor, and T1 answered that there wasn't anything that he was missing because he felt the mentor provided everything he needed, but he said that if he hadn't been assigned a mentor, his first months would have been a lot more overwhelming and have felt extremely difficult. T2 wanted more informal observations and feedback and said that her first months would have been the same because she didn't receive any mentoring in her first months. T3 said that she wasn't missing anything and that the mentor did a great job mentoring her, but she said that she doubted she would have been able to manage her classroom the way she is now, without a mentor in her first months. T4 couldn't think of anything that she missed from her mentor and said that she would have been a mess without a mentor in her first month. She said it would have been a lot more difficult to navigate through the DOE.

The last question in the interview asked where the participants would see themselves in five years. T1 hoped to be a nationally certified teacher settled in a school district that he could stay for the rest of his career. T2 saw herself still a teacher, but depending on the salary, she would maybe consider going back to her previous job as a marine biologist. T3 thought she would still be doing something that related to the teacher, and

T4 said she saw herself teaching in Kindergarten, and being able to teach the curriculum fluidly while implementing various techniques and strategies with ease.

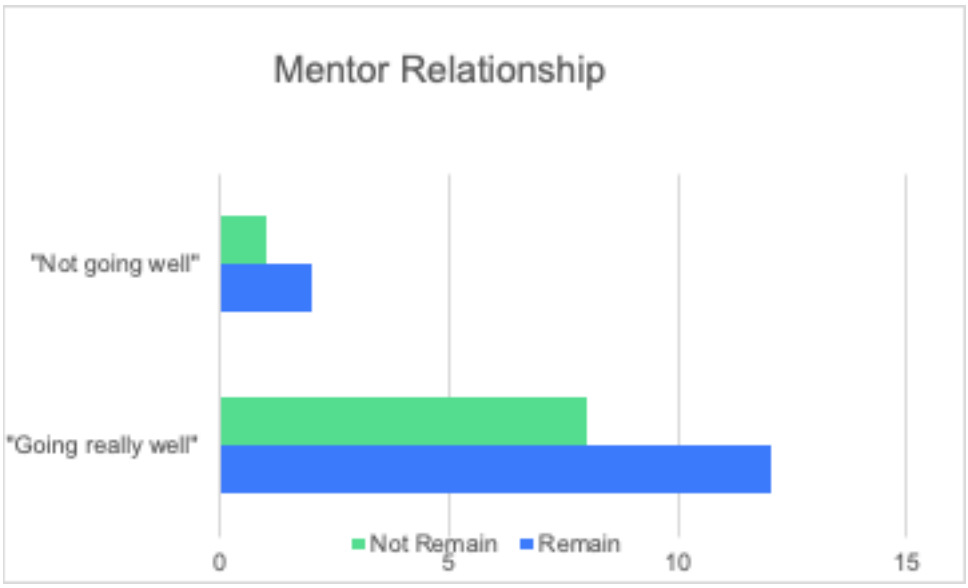
Data Analysis

The guiding hypothesis in the study stated that new teachers in schools in Hawai'i go through an effective induction program and therefore become successful, healthy, and happy teachers who ultimately stay in their careers longer. The hypothesis was tested by collecting sample data, by measuring and examining the results, and comparing them to each other and data collected by HIDOE on retention rates. To verify the hypothesis, the data attempted to compare the quality of the mentoring experience with the quality of the mentees' perceived health, happiness, and success as teachers.

The quantitative analysis of the survey focused on the demographic questions, closed-ended questions, and questions with a Likert-scale. To be able to test the hypothesis to see if the participants felt they were becoming successful teachers with the help of a mentor, question 8, which asked how their relationship was with their mentor, was compared to question number 23, which stated that: "I can see myself working here in a year." The reason for this was to see if the new teachers' intent to remain in their job was related to their experience with having a mentor, and if mentoring was the reason to remain or leave.

The rest of the quantitative questions focused on more specific factors around the experience the mentee had with the relationship of their mentor. The correlation between the participants who were satisfied with their mentor and who were likely to remain in their job was shown to be statistically insignificant. According to Figure 8 below, mentoring does not lead to higher retention rates because the number of participants who were satisfied with their mentor relationship and saw themselves staying, and the number of participants who were satisfied with their mentor relationship and didn't see themselves staying was approximately the same.

Figure 8. Comparison of Mentor Relationship with Intention to Remain in the Profession.



The participants in this study were heterogeneous, with wide differences of levels of experience. To see more clearly how mentoring works today, the participants with more than five years of experience were excluded for the following analysis. Fifteen of twenty-three participants had five years or less experience. The analysis looked at two tables where the first one analyzed the overall satisfaction of the new teacher (question #8 (mentoring relationship) with question #23 (the intent to stay in the profession). The second table analyzed the overall satisfaction of the new teacher (question #8, mentoring relationship) with the new teacher's sense of reaching their full potential in their new role as a teacher (question #26).

Table 1. Comparison of Mentor Relationship with Intent to Remain in the Profession (Teachers with less than 5 year's experience, 15 total).

	"Very good"	"Not very good"
"Remain"	7	0
"Not Remain"	7	1

The results from the first table showed that there appears to be no correlation between having a good mentor and retention. Since the retention rate is relatively low at 55% in Hawai'i, these numbers could suggest that there are other factors that contribute to a teacher's decision to leave their profession. Possible factors might be: a) Low pay. b) Low prestige. c) Low commitment from the new teacher d) Lack of support. e) Too demanding. f) Other factors. A good mentorship program primarily addresses (d) and (e). In a location like Hawai'i, factors (a), (b), and (e) are likely to contribute to teachers' decisions to leave compared to other locations. However, perhaps these factors do not play as strong a role in other locations such as Norway. In that case, the positive effects of a good induction program would have a greater positive impact on teacher retention in Norway than in Hawaii.

For the second table, the analysis looked at the correlation between the mentor relationship and if the participants felt they were reaching their full potential.

Table 2. Comparison of Mentor Relationship with Reaching Full Potential

(Teachers with less than 5 year's experience, 14 total, one participant answered blank on this question in the survey).

	"Very good"	"Not good"
"Full potential"	11	0
"Not full potential"	2	1

This table demonstrated a significant correlation between the mentoring relationship and the teacher's sense of accomplishment. This data suggests that mentoring has a good effect on the participants in this study. Table #2 suggests that regardless of the intention of the teacher's decision to stay in the profession, a good mentor relationship is correlated with a teacher's sense of accomplishment.

The qualitative analysis combined the in-depth questions from the survey with the response from the interview participants. The questions were divided into three topics that were defined as; "Definitions of a good mentor", "Do you feel healthy, happy and successful as a teacher with the help of a mentor?", and "Frustrations and stress and reasons for considering not remaining". For the first question on definitions of a good mentor, the survey participants answered that a mentor should show confidence and knowledge, be professional and open-minded and be a good communicator. A mentor should show respect, and share resources. A mentor should encourage but not be afraid to be critical to how the mentee is teaching so there is room for improvement.

The interview participants answered that **"**The word "mentor" means guidance, constructive criticism, critique, freedom, helpful, and role model", "someone who is supposed to help and guide you", "mentor means "scaffolding", and "mentor is someone who walks side by side with you during your probation period or until you get the hang of your job."

For the third question about whether the participants felt healthy, happy, and successful as teachers with the help of mentors, every survey participant answered that they felt they were either reaching their full potential or saw potential in that they would reach it in the future. The majority of the interview participants answered that they were satisfied with their mentor, and received more than adequate support and guidance. One felt that the mentor was too busy with their own class and job as a teacher, and said she was missing more observation and guidance.

The third and last topic was on frustrations and stress, and reasons for considering not remaining in their job, and the survey participants answered having frustration, stress, and reasons such as an inconsistent schedule, too little support from the mentor, the quality of the administration, more constructive feedback and more structure from the admin and mentors. About half of the participants also mentioned a worry of low pay and not being able to support a life in Hawai'i. The interview participants were able to give a more concrete answer, and told the researcher that learning how to deal with late/absent students, time management, balancing

work life, feeling overwhelmed, and dealing with kindergarten students versus teenagers, and how different they can be. And lastly, one participant answered that she was feeling frustrated with understanding the curriculum, making sure the proper content is taught, communicating and cooperating with the parents of the students, and stressing about not knowing exactly what to do at all times.

Discussion

In this study, the researcher used a mixed-method research design of a survey and an interview to ascertain the perceptions of beginning teachers' experience of having a mentor. The primary purpose of this study was to examine what works well within the Hawai'i Induction Program and if new teachers who were assigned a mentor felt that they were healthy, happy, and successful, and saw themselves staying in their profession in the future. The secondary purpose of this study was to suggest that Norway could implement what works well within the Hawai'i Induction Program. Earlier research suggests that there is a need for mentorship because every beginning teacher deserves guidance, observance, and support (Garvey, 2000). Furthermore, previous research suggests that there are benefits of having a mentor for both the beginning teacher, the schools, and also for the HIDOE. HIDOE is already seeing the benefit of their induction program with an increase in teachers' retention (HIDOE, 2016). Further research is needed to find out what made the retention rate increase; if the induction program worked well, or if there were other factors involved. Other studies revealed that, even though both the HIDOE and the Norwegian Directorate for Education work hard to create a successful induction program, a beginning teacher needs to be seen, heard, and prioritized. The results from the study revealed no statistically significant effect of mentoring on teacher retention, but there are other factors as to why a teacher wants to leave the profession. Fifty four percent of the teachers in this study who were satisfied in their relationship with their mentor saw themselves remaining as a teacher in the future. This percentage was similar to the official retention rate of 55% in Hawai'i, according to HIDOE (HIDOE, 2020).

While these numbers are similar, there were not enough participants to make this study generalizable and representative for the teacher population in Hawai'i.

Most of the participants were relatively new teachers, but a source of potential bias for this study could be that while some of the participants had worked as teachers for more than eleven years, they depended on memory to talk about their relationship with a mentor. Their experience compared to the beginning teachers today would be different in many ways, one being that the schools have become more digitized. Another bias could be an imprecision of measures while gathering participants when all schools in Hawai'i were closing down due to the global pandemic of COVID-19. This made it difficult to reach the teachers intended for the research, and only a few of the teachers from the initially contacted schools were able to respond. Because of this, the researcher contacted teacher candidates and teacher education program alumni from HPU to help respond to the survey and interviews. A threat to the internal validity could be if the survey came out with more of a cynical take on the induction program than a positive one. However, the researcher aimed to create a neutral measuring tool to find a balanced and fair response from the participants. Even though the study had a small sample size, the research showed that mentoring has an impact on the new teachers' sense of accomplishment. The majority of the teachers with less than five years of experience said that they felt they were reaching their full potential and were satisfied with the relationship with their mentor. Although not expressively a part of this study, the mentor program could be a contributing factor in teacher quality and creating a cohesiveness between the individual teacher and its organization.

Further research is needed to see if low pay, high cost of living, and other factors are the primary reasons for teachers leaving their profession, or if other factors play a more significant role. Although these findings may not be found to be consistent with previous research, they do spark a debate about why the retention rate in Hawai'i is only 55%, but also why Norway is claiming theirs is 90%, while possibly hiding

other essential factors explaining that number. To accurately compare the retention rates with the experience of the teachers with Hawai'i and Norway, further research should be conducted. Norway has a mentoring program, but there seems to be little to no consistency. If Norway's induction program becomes more consistent like the one in Hawaii, one may expect benefits such as improved teachers' sense of accomplishment and retention for the teachers having worked less than five years. In Hawai'i, further research on a larger scale should include a larger sample size with a broader demographic area, including all four major islands; Oahu, Big Island, Maui, and Kauai. The study would have most likely reached a more reliable conclusion if the sample size had been larger. Further research should be done with surveying and interviewing beginning teachers all around Norway, comparing their experience with the actual retention rate. It would also be interesting to compare how the mentoring program worked before and after the Norwegian Government invested in the program in the fall of 2020.

A future study should increase the sample size, the researcher should be more systematic about sample selection, identifying factors contributing to teachers' decisions to leave the profession, and explore benefits of mentorship beyond retention. A future study should have a clearer focus, which either should be a focus on improved teacher retention or explore the benefits of a mentorship. The goal of the research should be clearer with either an aim to attempt to convince teachers to remain in their profession longer, or mainly looking at how Norway can improve their mentoring program. The study found no evidence that having a mentor either increases or decreases the retention numbers in Hawai'i. However, the study aimed to explore and validate the concerns of beginning teachers and their experience within the Hawai'i Induction Program. The topic of induction programs and their potential for increasing retention, remains relevant for both Hawai'i and Norway. With an improved research design, future studies can shed light on the effects of the programs. Hopefully more teachers remain in this profession in the coming years. If a beginning teacher does not feel healthy, happy, or successful and wants to leave the profession, everyone involved gets affected. If a teacher has the right attitude

of wanting to succeed but meets a mentor who does not try to guide them, the HIDOE will have failed that teacher. This study addressed the issue of a relatively low retention rate and if mentoring could be a contributing factor. The findings of this study may aid the HIDOE and the Norwegian Directorate of Education, as well as mentors and schools, in assisting, planning, and developing better induction programs for beginning teachers. Moreover, this study emboldens the claim that teachers are worth investing in for the future.

References

Abbajay, Mary (2019). *Mentoring Matters: Three Essential Elements Of Success.* Published by Forbes January 20th, 2019. Retrieved from https://www.forbes.com/sites/maryabbajay/2019/01/20/mentoring-matters-three-essential-element-of-success/#1489de5a45a9

Aschehoug og Gyldendals Store Norske Leksikon/The Great Norwegian Encyclopedia (1997). Oslo: Kunnskapsforlaget.

Dahlback, Ida T. and Skille, Øyvind B. (2013). *One of Three Beginning Teachers Drop Out of the Profession.* Published on March 3rd, 2013 by NRK. Retrieved from https://www.nrk.no/norge/laerere-dropper-ut-av-yrket-1.10934471

Delaney, Seán (2016). *Unhappy in Teaching.* Published on seandelaney.com on September 22nd, 2016. Retrieved from http://seandelaney.com/2016/09/22/unhappy-in-teaching/

Drewes, Paul (2019). *Teacher Turnover at Highest Rate.* Published by KITV4 Island News. Retrieved from https://www.kitv.com/story/39747937/teacher-turnover-at-highest-rate

Expatistan (2020).) *Cost of Living in Oslo, Norway vs Honolulu, Hawai'i, United States.* Published on Expatisan.com. Retrieved from https://www.expatistan.com/cost-of-living/comparison/honolulu/oslo

Garvey, Dan J. (2000). *Mentoring Beginning Teachers - Program Handbook.* The Alberta Teachers Association. Retrieved from http://ncee.org/wp-content/uploads/2017/01/Alb-non-AV-18-ATA-Mentoring-beginning-teachers.pdf

HIDOE, Hawaii State Department of Education (2011). *Hawaii Teacher Induction Program Standards*. Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/DOE%20Forms/Educator%20Effectivness/TeacherInductionStandards.pdf

HIDOE, Hawaii State Department of Education (2020). *Employment Report School year 2018-2019*. Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/Reports/Employment%20Report%2018-19.pdf

HIDOE, Hawaii State Department of Education (2020). *Induction and mentoring.* Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/InductionAndMentoring/Pages/home.aspx

HIDOE, Hawaii State Department of Education (2020). *Job Opportunities.* Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/ConnectWithUs/Employment/JobOpportunities/Pages/home.aspx

HIDOE, Hawaii State Department of Education (2020). *Strategic Report: Teacher Retention.* Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-2tr.aspx

HIDOE, Hawaii State Department of Education (2020). *Strategic Report - 2017-2020.* Published by HIDOE. Retrieved from http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/SP2017-20.pdf

Hollup, Kristine and Holm, Marianne Sommer (2015). *Three reasons why teachers quit.* Published by Utdanningsforskning.no. Retrieved from https://utdanningsforskning.no/artikler/tre-grunner-til-at-larere-slutter/

Ingersoll, Richard M., Merrill, Elizabeth, Stuckey, Daniel, and Collins, Gregory. (2018). *Seven trends: the transformation of the teaching force* – Updated October 2018. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/108

Jacobsen D. I (2005). *How to conduct surveys?* Kristiansand. Høyskoleforlaget.

Lejonberg, Eli (2014). *Newly educated teachers: The role of mentors in job evaluation.* Retrieved from https://utdanningsforskning.no/artikler/nyutdannede-larere-mentors-rolle-ved-ansettelsesvurdering/

Lund, Eirik, Vik, Marius G., and Ghosh, Arun (2017). *Facts: Recruitment and dropout among teachers.* Published by Utdanningsforbundet on August, 23rd, 2017. Retrieved from https://www.utdanningsforbundet.no/nyheter/2017/fakta-rekruttering-og-frafall-blant-larere/

Lynch, Matthew (2016). The first-year teaching: why you need a teacher mentor. *The Edvocate*. Retrieved from https://www.theedadvocate.org/the-first-year-teaching-why-you-need-a-teacher-mentor/

McCann, Adam (2019). *Best and worst states for teachers.* Published by Wallethub. Retrieved from https://wallethub.com/edu/best-and-worst-states-for-teachers/7159/

Missouri Economic Research and Information Center (2020). *Cost of living data series.* Published by Missouri Economic Research and Information Center. Retrieved from https://meric.mo.gov/data/cost-living-data-series

NEA, National Educational Association (2020). *2017-2018 Average Starting Teacher Salaries by State.* Retrieved from http://www.nea.org/home/2017-2018-average-starting-teacher-salary.html?kbid=111697

Organisation for Economic Co-operation and Development (OECD) (2019). *Overview of Country Results in TALIS: Norway*, OECD. Retrieved from http://www.oecd.org/education/school/43072672.pdf

Pask R. and Joy B. (2007). *Mentoring- coaching: A Guide for Educational Professionals.* Glasgow: Open University Press.

Reh, F. John (2019.) *A guide to understanding the role of a mentor.* Published by The Balance Careers on August 14th, 2019. Retrieved from https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318

Schuler, Timothy, A. (2017). *Why Hawai'i is no paradise for teachers.* Retrieved from https://www.citylab.com/life/2017/01/why-hawaii-struggles-to-hold-onto-teachers/514944/

Skjong, Hans (2019). *"There were many tiresome days. There was a lot I was wondering about."*. Retrieved from https://www.utdanningsnytt.no/barnehage-fagartikkel-grunnskole/det-var-mange-slitsomme-dager-det-var-sa-mye-jeg-lurte-pa/169550

SSB, Statistics Norway (2020). *Earnings.* Retrieved from https://www.ssb.no/arbeid-og-lonn/statistikker/lonnansatt

Stansbury, Kendyll and Zimmerman, Joy (2000). *Lifelines to the classroom: designing support for beginning teachers.* WestEd Publications. Retrieved from https://www.wested.org/online_pubs/tchrbrief.pdf

The Norwegian Directorate for Education and Training ((2017). *Guidance of recent graduates teachers.* Retrieved from https://www.udir.no/in-english/, https://www.udir.no/kvalitet-og-kompetanse/veiledning-av-nyutdannede/

The Norwegian Directorate for Education and Training (2019). *Guidance of graduates - how can it be implemented?* [Location]: The Norwegian Directorate for Education and Training. Retrieved from https://www.udir.no/kvalitet-og-kompetanse/veiledning-av-nyutdannede/hvordan-kan-det-gjennomfores/#prinsipper-for-veiledning

The Norwegian Government (2018). *Guidance of recent graduates teachers in kindergarten and school.*[Location]:The Ministry of Education and Research in September 2018. Retrieved from https://www.regjeringen.no/contentassets/0081e41fad994cfdbb4e0364a2eb8f65/veiledning-av-nyutdannede-nytilsatte-larere-i-barnehage-og-skole.pdf

The Norwegian Parliament (Government.no, 2020). *Written question from Martin Henriksen (A) to the Minister of Knowledge and Integration.* [Location: Publisher].

Uleberg, Odd Inge (2018) *Six new teachers receive mentoring*. Published by Vennesla District. Retrieved from https://www.vennesla.kommune.no/seks-nye-laerere-faar-mentor-hjelp.6148955-424579.html

Appendix A

Survey Questions

Your first year as a teacher

This survey is for any new teacher who has been offered and assigned a mentor for their first year.

Please read the consent form below.

The Benefits of a Mentor for Teachers

Informed Consent

INVITATION TO PARTICIPATE:
Dear new teacher,
My name is Marie Ydstie and I am a student currently in my second and last year studying for a Master's in Elementary Education at Hawai'i Pacific University. You are invited to participate in a research study of your first year as a new teacher and your relationship with a mentor in Honolulu, Hawai'i. You were selected as a possible participant because you are a new teacher recently employed at a school in Honolulu, Hawai'i. Please read this form carefully and ask any questions you may have before agreeing to be in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:
The purpose of this study is to investigate the effect of induction programs on new teachers and to see what the Norwegian Education System can learn from the Hawai'i. All of you will be asked to complete a survey, and some of you will be asked to do a follow-up interview. The research study will end on April 16th, 2020. There are no foreseeable risks of participating in this study. The benefit of the participant is to provide information to the researcher about how the induction program works for you.

NUMBER OF PARTICIPANTS:
If you agree to participate, you will be one of about ten to fifteen participants who will be participating in this research.

CONFIDENTIALITY:
Your responses and the information you share with the researcher will be anonymous. The results of this study may be used in reports, presentations, or publications but your name will not be used.

VOLUNTARY PARTICIPATION:
Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with your workplace.

CONTACT INFORMATION:
If you have questions about the study, please call me at (808) 219-1347 or e-mail me at mydstie1@my.hpu.edu. You can also call or email my advisor Valentina M. Abordonado, Ph.D. at (808)544-1143 or vabordonado@hpu.edu. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact the IRB Office at irb@cnmi.edu or (760) 750-4029.

PARTICIPANT'S CONSENT:

a) By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing:

□ I give permission for my interview to be audio (or video) taped.*
□ I do not give permission for my interview to be audio (or video) taped.*

*The tapes will be stored securely in a container.

b) By signing below, you are giving consent for the data to be used in future studies. Please check the option that applies to you before signing:

□ I give permission for my data to be be used in future studies.
□ I do not give permission for my data to be be used in future studies.

If you accept the terms of the consent form, please type in your name to serve as your signature.

Short-answer text

Informed Consent

INVITATION TO PARTICIPATE:

Dear new teacher,

My name is Marte Ydstie and I am a student currently in my second and last year studying for a Master's in Elementary Education at Hawai'i Pacific University. You are invited to participate in a research study of your first year as a new teacher and your relationship with a mentor in Honolulu, Hawai'i. You were selected as a possible participant because you are a new teacher recently employed at a school in Honolulu, Hawai'i. Please read this form carefully and ask any questions you may have before agreeing to be in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The purpose of this study is to investigate the effect of induction programs on new teachers and to see what the Norwegian Education System can learn from the Hawai'i. All of you will be asked to complete a survey, and some of you will be asked to do a follow-up interview. The research study will end on April 16th, 2020. There are no foreseeable risks of participating in this study. The benefit of the participant is to provide information to the researcher about how the induction program works for you.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of about ten to fifteen participants who will be participating in this research.

CONFIDENTIALITY:

Your responses and the information you share with the researcher will be anonymous. The results of this study may be used in reports, presentations, or publications but your name will not be used.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with your workplace.

CONTACT INFORMATION:

If you have questions about the study, please call me at (808) 219-1347 or e-mail me at mydstie1@my.hpu.edu. You can also call or email my advisor Valentina M. Abordonado, Ph.D. at (808)544-1143 or vabordonado@hpu.edu. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact the IRB Office at irb@csusm.edu or (760) 750-4029.

PARTICIPANT'S CONSENT:

a) By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing:

□ I give permission for my interview to be audio (or video) taped.*
□ I do not give permission for my interview to be audio (or video) taped.*

*The tapes will be stored securely in a container.

b) By signing below, you are giving consent for the data to be used in future studies. Please check the option that applies to you before signing:

□ I give permission for my data to be be used in future studies.
□ I do not give permission for my data to be be used in future studies.

Survey

Please fill out the survey below.

1. Gender

- Female
- Male
- Prefer not to say
- Other...

2. How old are you? *

- 20-30
- 30-40
- 40+

3. What grade do you teach? *

- Kindergarten
- Lower Elementary
- Upper Elementary
- Special Education
- Other

4. How many years have you been teaching?

- ○ 1 or less
- ○ 2 to 5
- ○ 5 to 10
- ○ 11 or more

5. Were you assigned a mentor when you started your first year? *

- ○ Yes
- ○ No

6. How was the mentor chosen for you?

- ○ At random
- ○ By matching my grade/subjects
- ○ Other...

7. How did or do you prefer to communicate with your mentor?

- ○ Email
- ○ Phone
- ○ Mail
- ○ Face to face

8. How was/is your relationship with your mentor?

- ◯ It is non-existing
- ◯ It is going very well
- ◯ I secretly hope to change to someone else
- ◯ It is challenging

9. How well did your mentor prepare you for your first day meeting your students? *

	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	Very well prepared

10. When you think about communicating with your mentor, how do you envision the relationship?

- ◯ More casual (I will contact my mentor if needed)
- ◯ More structural (a set time to meet and discuss the challenges I meet)

11. What is the most important quality a good mentor should have in your opinion and why?

Long-answer text

12. What's the most important thing you would like to get out of your mentorship:

Long-answer text

13. Do you feel you can trust your mentor with vulnerable questions?

- ◯ Yes
- ◯ No
- ◯ Maybe

14. How was your stress level on the first day? *

	1	2	3	4	5	
Very low to zero	◯	◯	◯	◯	◯	Very high

15. How is your stress level daily in the classroom after working with your mentor?

	1	2	3	4	5	
Very low	◯	◯	◯	◯	◯	Very high

16. If it is very high, what are your biggest stress factors?

Long-answer text

17. How often did you meet your mentor in your first month of teaching?

- ◯ Every day
- ◯ A couple of times per week
- ◯ Once per week
- ◯ Every second week
- ◯ A few times during the first month
- ◯ Once
- ◯ I never met my mentor in that time frame

18. In your first month (or months) as a new teacher, were you observed in the classroom by your mentor for more than 15 minutes per week?

- ◯ Yes
- ◯ No

19. Were you given constructive feedback that you felt made you learn more and feel more secure in your role as a teacher?

- ◯ Yes
- ◯ No
- ◯ Maybe

20. I felt/feel comfortable working with my mentor.

	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	Very comfortable

21. I felt/feel seen and heard by my mentor.

	1	2	3	4	5	
Not at all	○	○	○	○	○	Very much

22. I felt/feel I always get feedback when I ask my mentor questions

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

23. I can see myself working here in a year.

	1	2	3	4	5	
Not likely	○	○	○	○	○	Highly likely

24. What changes would made you sure about staying at your current workplace?

Long-answer text

25. Do you feel like you are reaching your full potential? If not, what would make you feel that way?

Long-answer text

26. "My mentor was/is a great role model for me."

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27. "I receive(d) appropriate recognition when I do/did good work."

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

28. What were/are you missing from your mentor?

Long-answer text

29. Hypothetically, if you were to quit tomorrow, what would your reason be?

Short-answer text

30. May I contact you for a follow-up interview? If yes, please fill in your email address below.

Long-answer text

Appendix B

Interview Questions

1. Why did you choose to work at your current workplace?
2. When I say "mentor", what are your first thoughts?
3. How would you describe your relationship with your mentor?
4. What are the top three things your mentor helps you with?
5. What are some of the biggest challenges in your daily life as a teacher?
6. Which areas could be improved to make your daily life easier?
7. What is something you're missing from your mentor?
8. How do you think you would have been able to get through your first months if you didn't have a mentor?
9. Where do you see yourself in five years?

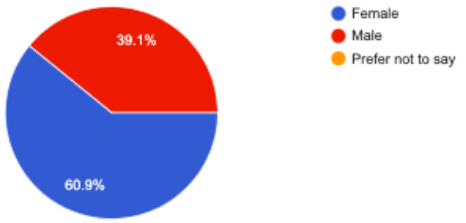
Appendix C

Survey results

Survey

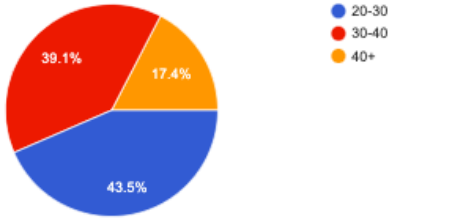
1. Gender

23 responses



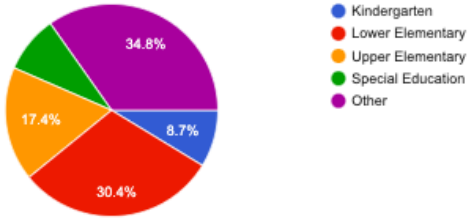
2. How old are you?

23 responses



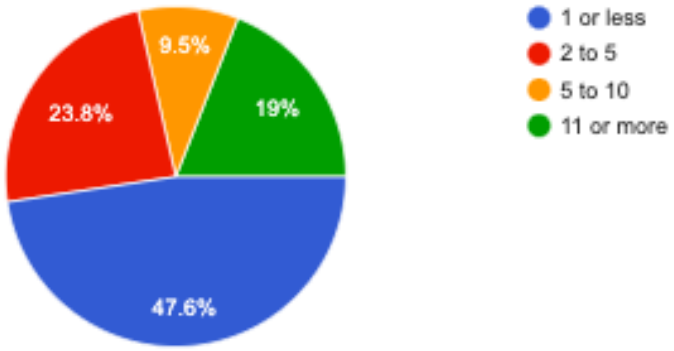
3. What grade do you teach?

23 responses



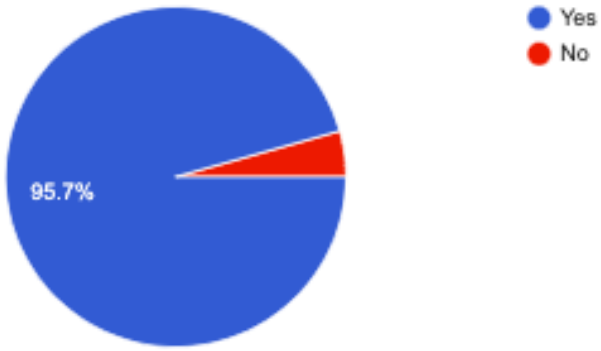
4. How many years have you been teaching?

21 responses



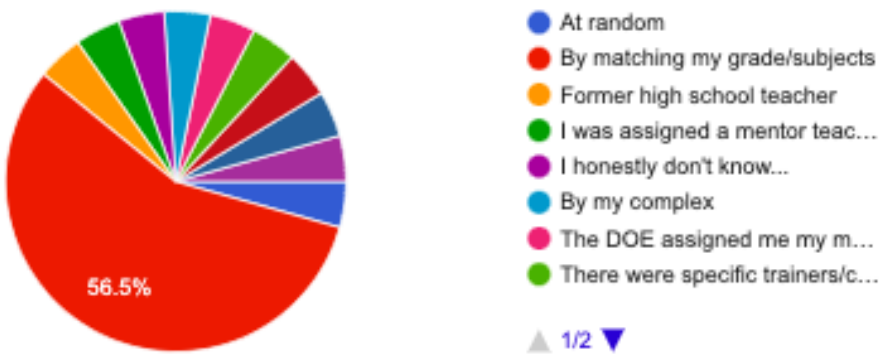
5. Were you assigned a mentor when you started your first year?

23 responses



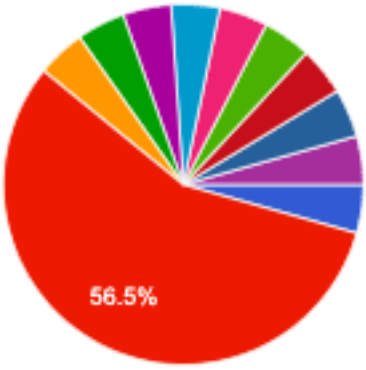
6. How was the mentor chosen for you?

23 responses



6. How was the mentor chosen for you?

23 responses



Director of the school but no longer with Maryknoll.

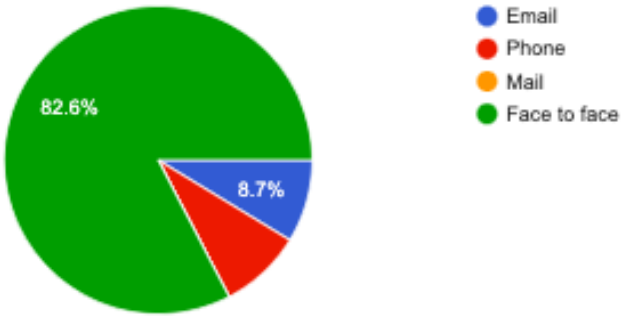
By school

The principal I work for chose my mentor teacher for me.

▲ 2/2 ▼

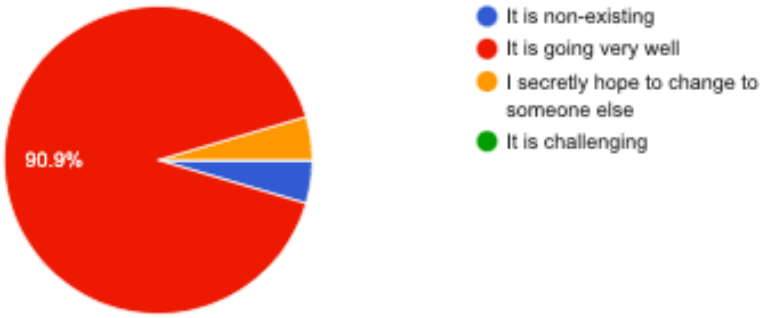
7. How did or do you prefer to communicate with your mentor?

23 responses



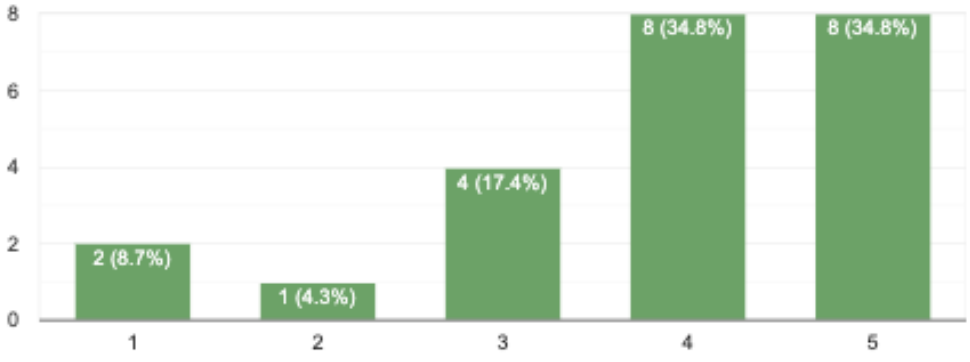
8. How was/is your relationship with your mentor?

22 responses



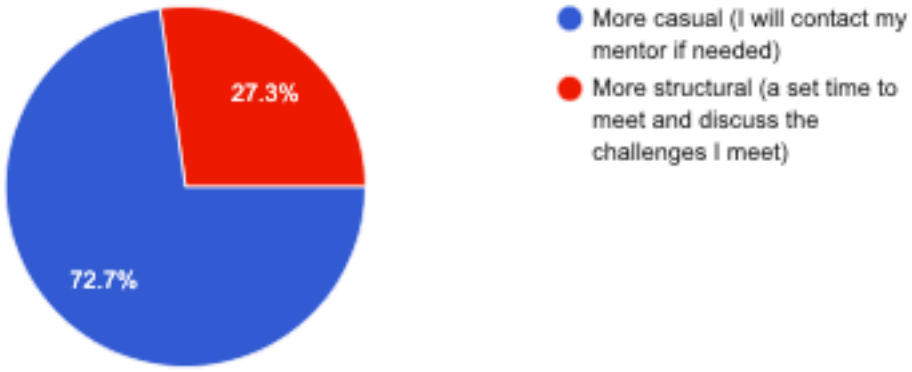
9. How well did your mentor prepare you for your first day meeting your students?

23 responses



10. When you think about communicating with your mentor, how do you envision the relationship?

22 responses



11. What is the most important quality a good mentor should have in your opinion and why?

23 responses

By "showing" what a good teacher is like. Basically walk the talk.

Understanding. As new teachers we will mess up or make mistakes so their understanding is essential. They went through it too so it should be easy for them.

Flexible thinking

Willingness to communicate. Because it not only helps in academic success of the students but also it galvanizes a sense of community.

I think it's important for a mentor to be open in allowing the student teacher explore new strategies or teaching methods that isn't usually normal in that classroom or what the mentor is used to. I've learned a lot from my mentor teaching just giving me the reigns on a lot of lessons/units and trusting me to do what I think would work. She communicated with me that a lot of learning will come from failing and receiving feedback on what worked and what didn't. She let me have a lot of freedom in this way and I've not only learned from her but also from myself.

A good mentor is open-minded, supportive, and flexible. Such mentors, build upon the strengths of their protege and offer best practice tips in areas requiring more development in their protege's practice. Importantly, a good mentor facilitates a collaborative relationship built on trust, open communication, and confidentiality.

Someone who truly cares and wants to help new teachers

Someone who is friendly and easy to talk to. It is easier to talk to someone who is friendly and easy to open up to.

To check in and ask how we are doing and if we need support

Anticipatory of needs

A good mentor should be reliable because a new teacher would look to them for advise on new challenges.

Patience and graciousness

12. What's the most important thing you would like to get out of your mentorship:

22 responses

Innovated teaching materials

Confidence

To learn as much as possible

Open minded and willingness.

A professional mentorship in which I can always go back to when I'm done student teaching and through my first few years as an actual teacher.

A quality relationship of mutual support, respect, and life-long learning.

Knowledge passed down that my mentor has learned through personal experience

A better understanding of being a teacher not only in Hawaii but in the Windward District.

Resources and knowledge

Advice

I would like to get important skills that would help me succeed as a teacher.

Knowledge and skill

feedback

Just trying to get a clear understanding of what I need to do

Encouragements when needed. Available when needing help.

Improvements on teaching practices such as classroom management, preparing for and leading conferences, teacher to student relationship building, and assessment strategies.

Teaching phylosophy

Critique! Having an outsider view my classroom allows for a fresh set of eyes to look at things in an unbiased way.

To have future teachers be highly skilled at what they do.

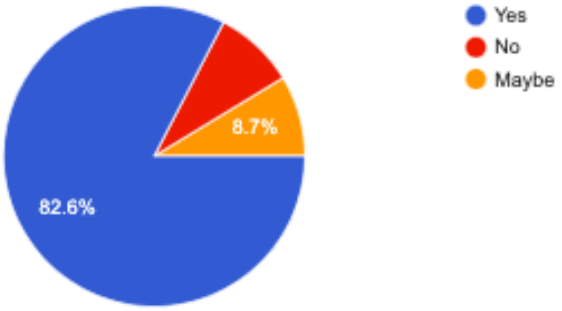
Feedback

A professional relationship without an end.

Learn to be the best teacher I can be

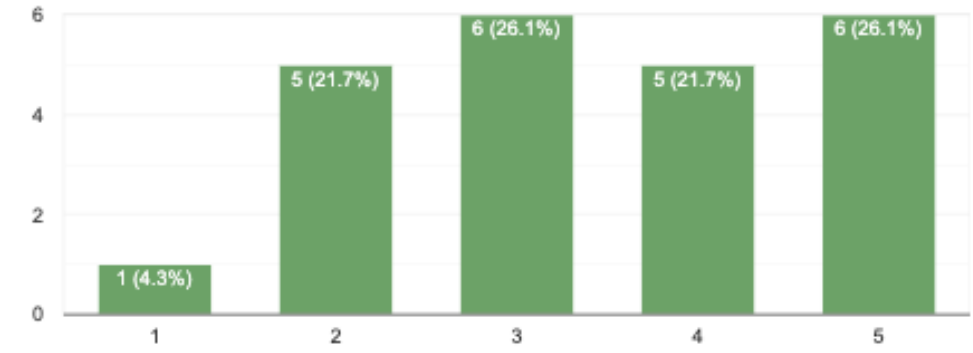
13. Do you feel you can trust your mentor with vulnerable questions?

23 responses



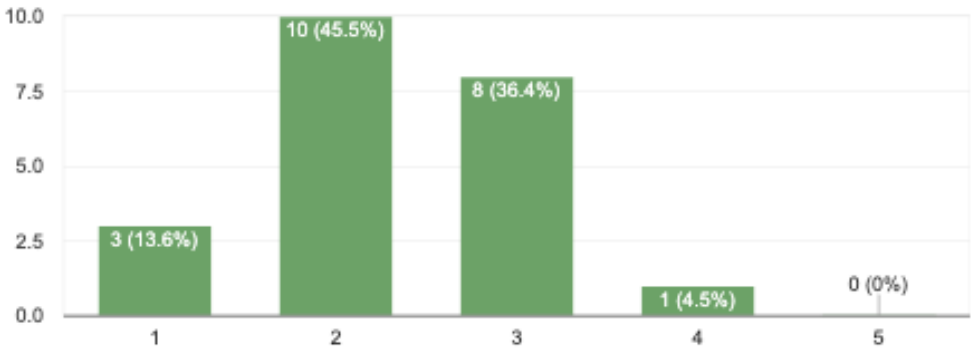
14. How was your stress level on the first day?

23 responses



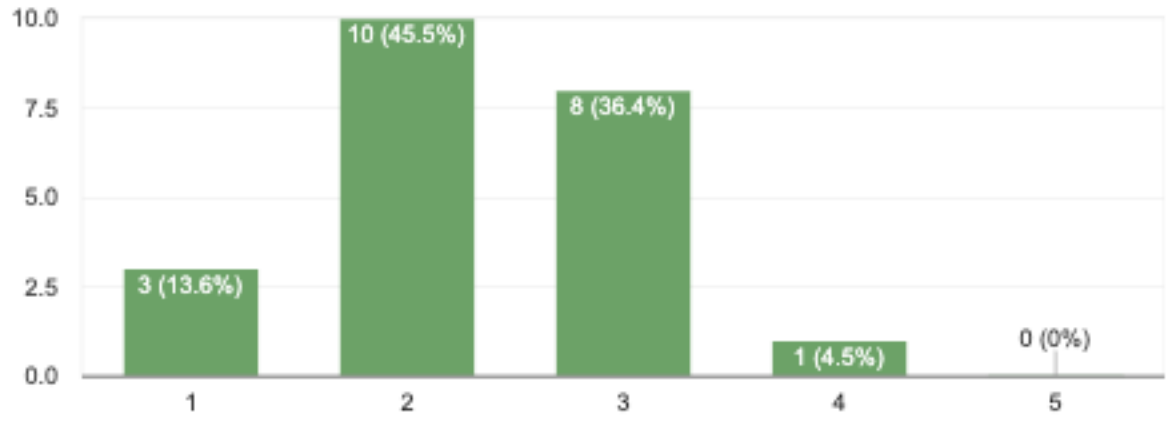
15. How is your stress level daily in the classroom after working with your mentor?

22 responses



15. How is your stress level daily in the classroom after working with your mentor?

22 responses



16. If it is very high, what are your biggest stress factors?

7 responses

I feel way more comfortable now. Not stressed

communicating with parents

Fear of the unknown; fear of failure

Not knowing what to do

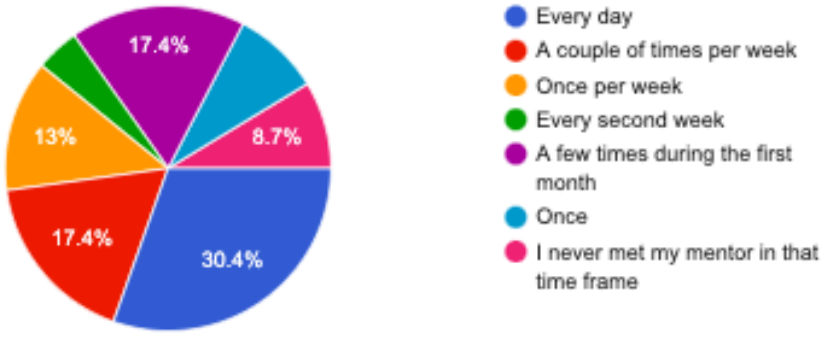
NA

Build classroom culture

COVID-19

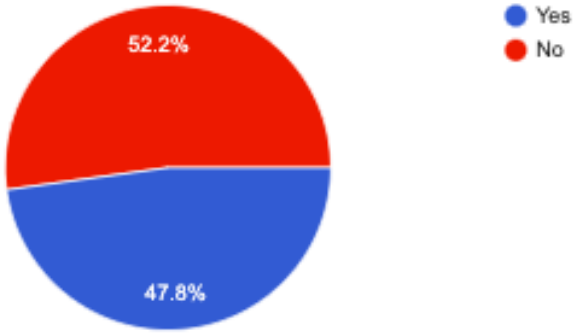
17. How often did you meet your mentor in your first month of teaching?

23 responses



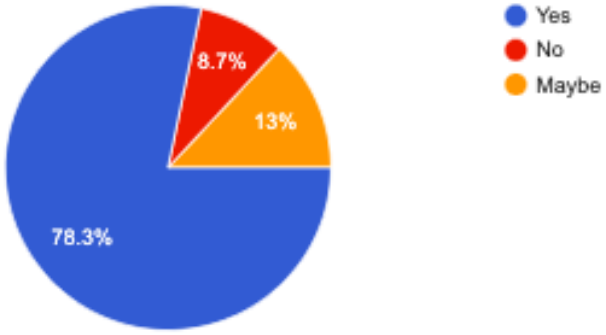
18. In your first month (or months) as a new teacher, were you observed in the classroom by your mentor for more than 15 minutes per week?

23 responses



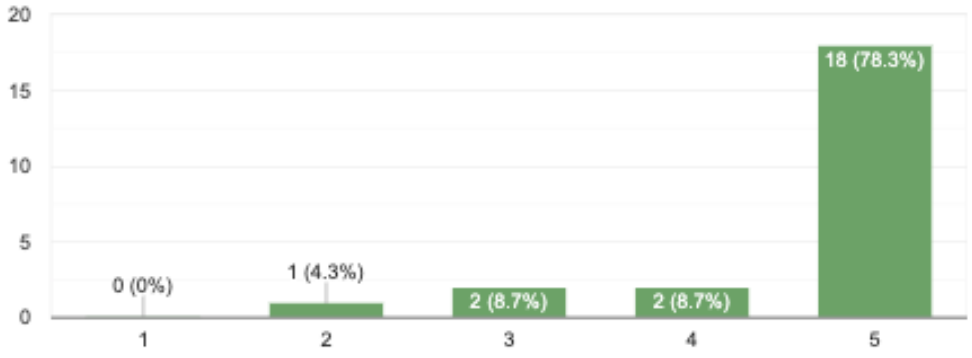
19. Were you given constructive feedback that you felt made you learn more and feel more secure in your role as a teacher?

23 responses



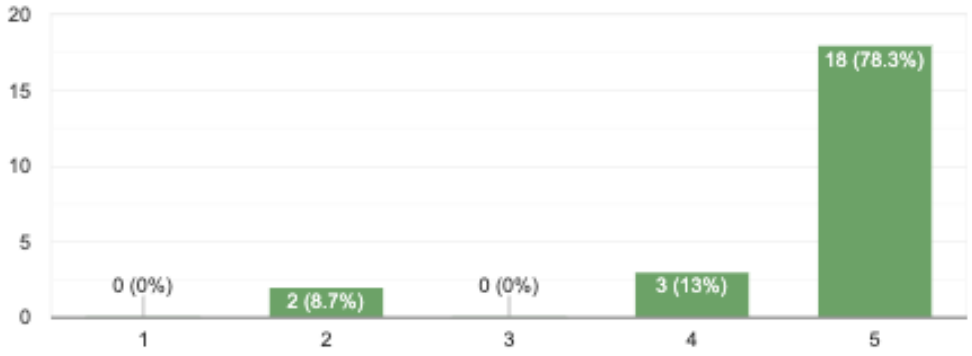
20. I felt/feel comfortable working with my mentor.

23 responses



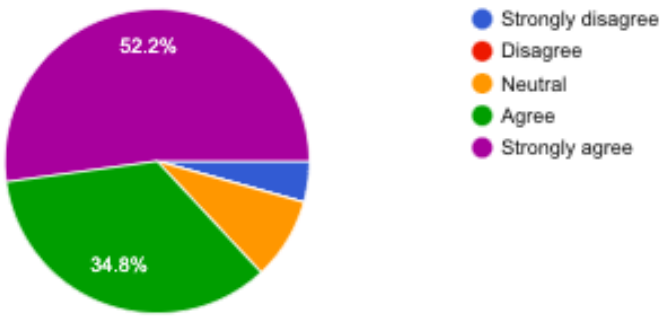
21. I felt/feel seen and heard by my mentor.

23 responses



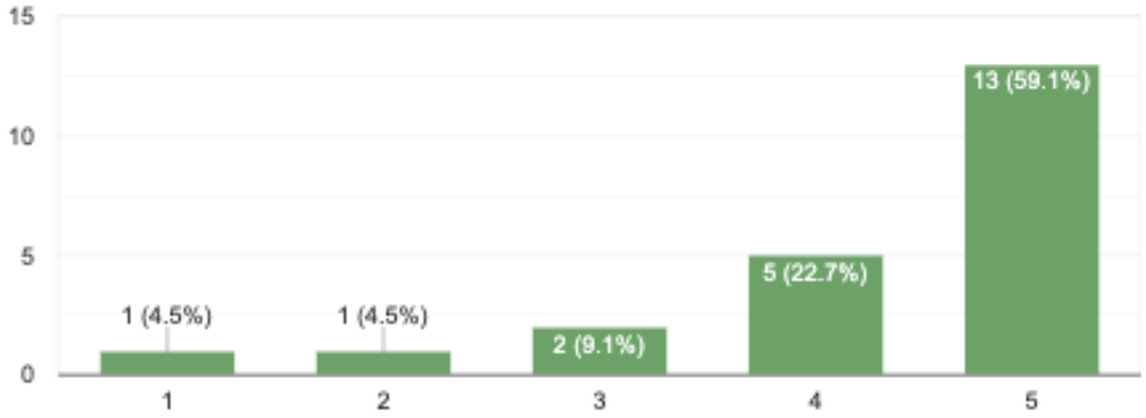
22. I felt/feel I always get feedback when I ask my mentor questions

23 responses



23. I can see myself working here in a year.

22 responses



24. What changes would made you sure about staying at your current workplace?

16 responses

None

Consistency schedule

None I love the school I'm at.

More support and checking in with me in the beginning

The location of the school.

My team

I actually stayed at that workplace (with my mentor) for 13 years.

Supportive admin and great colleagues

The right classes to teach

I would want my director to come back.

Continued communication with all staff members.

The support of the other teachers.

Not moving

Our leadership team is less than desirable.

25. Do you feel like you are reaching your full potential? If not, what would make you feel that way?

21 responses

Yes

Yes.

No, To be fully reached to my personal potential, I think I would need more in depth support in terms of teaching materials.

Yes!

Not yet because I am still learning and since I have grad school that is taking up a lot of time that I can't fully give yet to teaching

Yes and continuing to grow each day

No. I am still learning and once I feel more comfortable with everything that is truly expected of me then I would hopefully be able to reach my full potential.

The more I learn, the more I realize I need to learn. So I know I'm growing and getting

No, because in this school system there are a lot of things that take the time and energy away from the classroom

Yes, I'm teaching middle school for the first time and I worked mostly in lower elementary.

Yes for where I am right now. I believe that a teacher will never stop learning and that there are always ways to build stronger teaching practices. Teaching is about growth.

As of now, yes I feel like I am reaching my potential. The first few years of teaching is categorized as the "survival" stage.

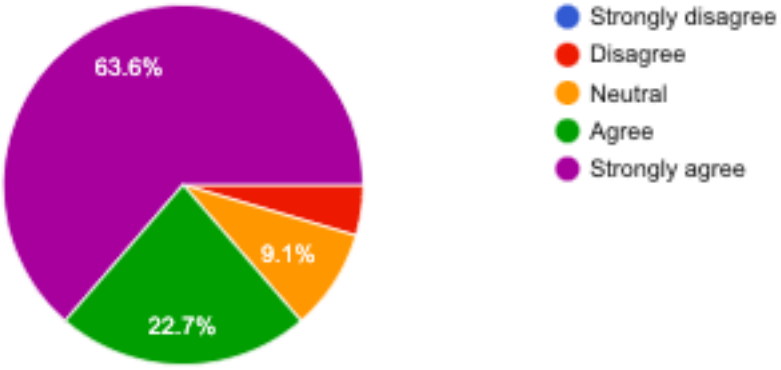
No, there are always better methods and techniques to be learned.

As a first year teacher I am very happy with what I accomplished as a teacher and it shows in each of my students.

Yea

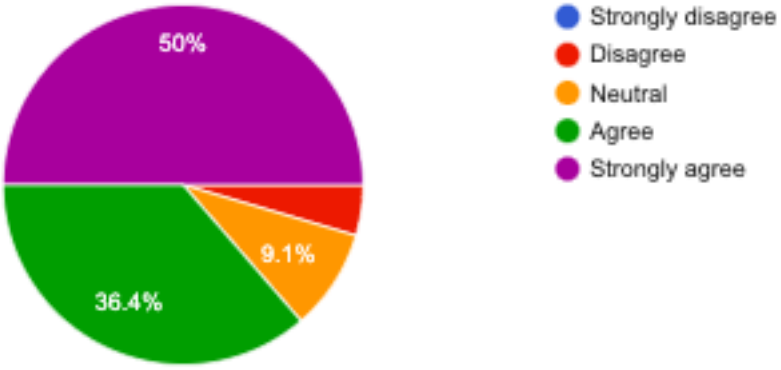
26. "My mentor was/is a great role model for me."

22 responses



27. "I receive(d) appropriate recognition when I do/did good work."

22 responses



28. What were/are you missing from your mentor?

20 responses

Nothing

Constructive feedback

More fun in the classroom

Ability to adopt technology in the classroom.

A little more structure in the beginning of the year.

No structure, she asked me what I need or what help on and I'm like I'm new still trying to figure it out. I need someone to help me figure out what I am missing.

nothing

Nothing

n/a

28. What were/are you missing from your mentor?

20 responses

nothing - she was great!
NA
Feedback and clear instructions
N/A
Nothing.
Pure Love for children
Nothing, I feel my mentor did an amazing job!
More time
I don't feel like I am missing anything from her.

29. Hypothetically, if you were to quit tomorrow, what would your reason be?

19 responses

Inconsistent schedule

Overwhelmed as a first year teacher

Pay

Disorganization in terms of lesson sequence.

Can't think of a reason!

Low pay

the location of the school and administration's lack of communication

Not enough pay to support my living

Moving away

Too much work for the pay
Being put into situations that are unfair to me. Doing work that has no real benefits to the students.
New job
A lack of support for behavioral issues.
Work /life balance
Having to leave Hawaii.
Would not quit
Moving
Our leadership team.

Appendix D

Interview results

	T1	**T2**	**T3**	**T4**
Age	20-30	30-40	20-30	30-40
Gender	Male	Female	Female	Female
Grade	Upper Elementary	Special Education	Other (High School)	Kindergarten
Years of Experience	1 or less	2-5	1 or less	11 or more
Assigned a mentor	Yes	Yes	Yes	Yes
Q1: Why did you choose to work at your current workplace?	Employment at my current workplace was decided based primarily on two (2) factors. These factors were location and position openings. I needed a job located within the city of Honolulu due to transportation limitations and the opening for a secondary science	I was first substituting there because it was close to where I lived and they offered me a job.	It is a good environment for me to learn and get to know how it feels to teach in a real classroom.	When looking at the school, I believe in their mission, vision, and philosophy. And when I met with the admin, I felt like we were on the same page when working with children. It was close to home so that is a definite plus to it.

	educator was limited to a few schools.			
Q2: When I say "mentor", what are your first thoughts?	The first thoughts that come to mind when I think of the word "mentor" are guidance, constructive criticism, critique, freedom, helpful, and role model.	Someone who is supposed to help and guide you.	I think a mentor means "scaffolding".	Mentor is someone who walks side by side with you during your probation period or until you get the hang of your job.
Q3: How would you describe your relationship with your mentor?	My mentor and I have a great relationship. We communicate effectively to ensure all necessary requirements are met. Professionalism is also maintained which allows me to ask for guidance and recommendations while also allowing my mentor to make any corrections, suggestions, or improvements.	I started after the first quarter, so I think I was forgotten a lot. I like my mentor teacher and thought she was a good teacher but she was very busy and didn't seem like she actually had any time to help teach me.	Our relationship is like coworkers.	I love my mentor. She worked with my first year working in DOE but this year, she is now more of a friend/colleague. Due to the years I have in the classroom, my mentor didn't need to walk me through but is always there for me when and if I need.
Q4: What are the top three things your mentor helps you with?	The top 3 things my mentor helps with are classroom management skills, using the computerized attendance/grade	Honestly, there wasn't anything she helped me with, she came in and observed my class once and told me I	1. Classroom management 2. Teaching materials	Navigating the DOE system, answering my questions (if she doesn't have the answers, she gets it for me and relays what she found out),

	book, and lesson plans.	was doing a great job.	3. Thinking outside the box	and she guides me through observations/situations that come up (she is my sounding board and plays devils' advocate).
Q5: What are some of the biggest challenges in your daily life as a new teacher?	Some of the biggest challenges I faced in daily life as a new teacher was figuring out how to manage the classroom with late/absent students. The number of students that would arrive late to class or miss the class altogether was astonishing.	Time management, there is a lot that is expected out of you and trying to figure out how to balance all the different aspects without letting yourself get overwhelmed. That is what I think causes so many teachers to leave. They try to give too much.	Dealing with teenagers versus kindergartens.	Adjusting to a new place with students you have never met before. Understanding the curriculum and being able to teach the content that students need to know before the end of the school year.
Q6: Which areas could be improved to make your daily life easier?	Having a better classroom management plan for tardy/absent students would make my daily life easier as a new teacher.	Set up a better schedule with a mentor teacher where every month you go over a different aspect of teaching. For example, the first one you talk about classroom management. You and your mentor teacher discuss methods of this. Then you implement it and then later your mentor teacher informally observes	Having routines such as having an assignment basket could be improved.	I don't think there's any specific area so to speak. But I have noticed that communication and having everyone on the same page is so important and crucial to have continuity and things flow from one grade to the next.

		a lesson and talks with you on what you did well and how you could improve.		
Q7: What is something you're missing from your mentor?	I currently can't think of anything that I'm missing from my mentor teacher. She was attentive to all my needs and proactive in making sure I was on task.	More informal observations and feedback. Problem is this takes time away from the mentor teacher's ability to plan their own lessons. That is why I am not sure mentor teachers are really the best option because they are so busy already on their own.	I think my mentor teacher is doing a great job of mentoring me.	Nothing that I can think of.
Q8: How do you think you would have been able to get through your first months if you didn't have a mentor?	If I did not have a mentor teacher, the first few months of teaching would have been extremely difficult and overwhelming. Being an educator requires one to account for many factors and variables to provide a high level of engagement and learning for all students in the classroom. Having a mentor to fall back on to provide expertise from their experience allows for a	My mentor teacher and I didn't meet up my first few months of teaching, so it would have been the same.	I don't think I will be able to manage the classroom like how I manage it now.	I would be a mess if I didn't have a mentor. I wouldn't know where to find information or how to go about getting things done the right way. It's difficult navigating through the DOE especially when you're a new hire and trying to understand who or what office does what. Another person that can help is your union rep as well. HSTA helps us teachers out a lot

	collaborative and successful working environment. When new teachers feel confident, the students receive a better educational experience and prosper.			and they know what we can and can't do.
Q9: Where do you see yourself in five years?	Five years from now, I hope to be a nationally certified teacher settling into a school district where I will spend the rest of my career. I also hope to be taking on more responsibilities within the school and working towards a department chair or administration.	Still teaching but I am always open to the idea of changing and maybe I will go back to working as a biologist. Hard to say. The pay for teachers is so low that maybe I will do something else. I don't plan that far in advance.	I will still be doing something that relates to teaching.	In 5 years, I see myself set in the grade level that I want to be (which is Kindergarten) and being able to teach the curriculum fluidly. Implementing various techniques and strategies with ease.