

Supporting New Teachers

Undoubtedly, a teacher's first year in the classroom is one of the most crucial years. Even with years of preparation, a new teacher faces many nuances and complexities of the education profession during this time. Elko County School District (ECSD) has long recognized the importance of supporting new teachers as they navigate this maiden voyage, as well as supporting teachers who are not new to the profession, but are new to the district. The RISE (Retain, Induct, Support, Encourage) program for new teachers, provided through a partnership between ECSD and Northeastern Nevada Regional Professional Development Program (NNRPDP), has been in effect for at least a dozen years.

Supporting new teachers aligns with specific goals of Nevada's 2020 Statewide Plan for the Improvement of Pupils (STIP). Goal 2 states that all students have access to effective educators in the areas of equity, access to quality, success, inclusivity, community, and transparency. Providing induction programs and mentoring for new teachers increases retention (Ingersol & Strongl, 2012, Smith & Ingersoll, 2004). High-quality induction programs not only increase retention, they are also linked with increased teacher effectiveness and student achievement (Strong, 2006).

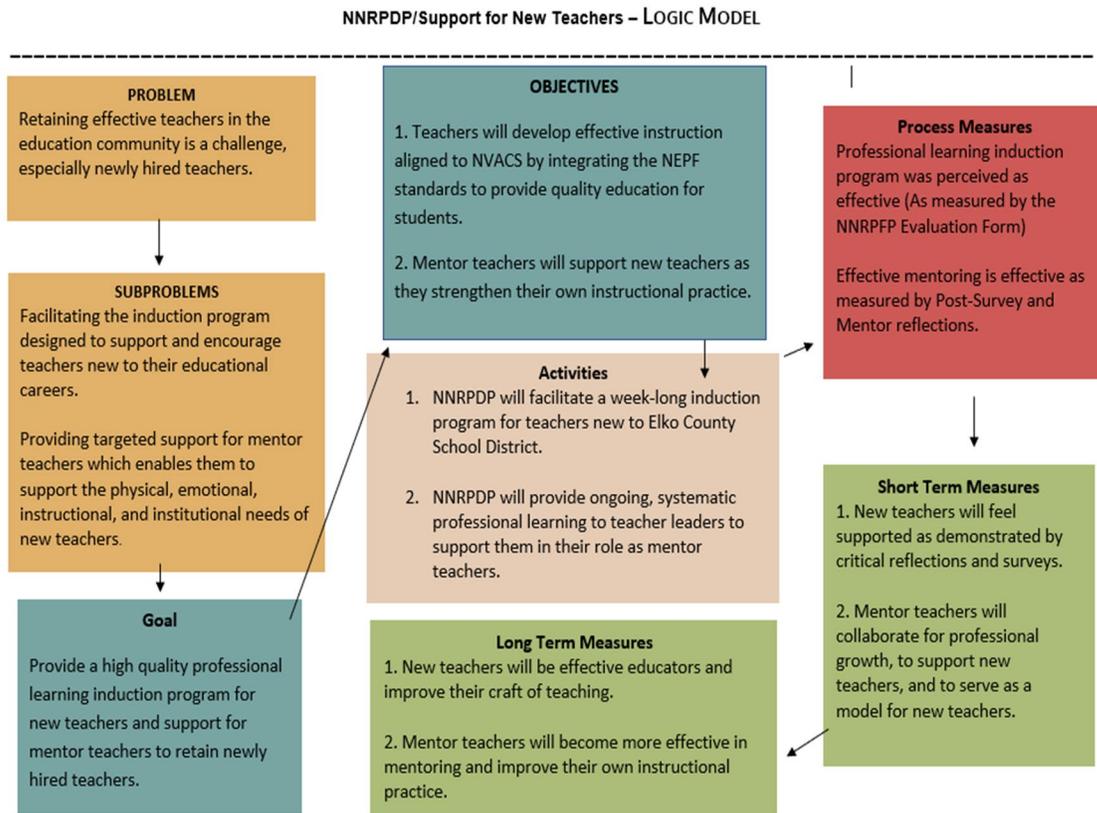
The umbrella goal of RISE is effectively communicated through the acronym which is to **retain** newly-hired teachers through an **induction** program that provides **support** and **encouragement**. With that goal in mind, NNRPDP coordinators provided a week-long RISE induction program and facilitated a mentor component providing support to mentors who then provided support to new teachers at their school sites. These two components help teachers navigate the essential workings of the district and their schools, understand and implement high leverage pedagogical standards, and receive ongoing, job-embedded support throughout the school year.

Initial Data and Planning

Retaining effective teachers has been a challenge for the education community for many years. Every year, schools in the United States hire more than two hundred thousand new teachers for the first day of school; however, by the end of the academic year, at least twenty-two thousand have already quit teaching (Graziano, 2005). Allen (2005) reported that roughly half of new teachers leave within five years; Annette L. Breaux and Harry K. Wong (2003) found that between 40 and 50 percent leave during the first seven years. Statistics like these have led us to focus on keeping effective teachers in schools and providing additional support to first year teachers. In order to address the issue of teacher retention of year-one teachers to the profession, ECSD, in partnership with NNRPDP, facilitated the RISE program in 2021-22 with teachers newly hired by the district. Due to the restrictions of Covid, the RISE Induction program was canceled in 2020, therefore teachers hired in the 2020-21 school year were invited to attend on Wednesday of the RISE induction week. Content was specific to their needs

as a Year 2 teacher considering the varying Covid restrictions in place during their first year in the classroom. Both the week-long RISE induction prior to the start of school and the ongoing site-based mentoring support have received overwhelmingly positive reviews from past participants. The logic model below visually illustrates the plan and support for new teachers and mentors provided by the NNRPDP.

Figure 1 Support for New Teachers Logic Model



Method

Learning Design

Keeping in mind the overarching goal of RISE is to support and encourage new teachers, knowing that effective support and encouragement includes a variety of structures at multiple levels, NNRPDP facilitators planned to support new teachers through the implementation of two major components 1) the week-long RISE induction program prior to the start of school, and 2) support to site-based mentors by establishing a mentor community of professional learning sessions, facilitated by the NNRPDP, at regular intervals throughout the school year.

The Support for New Teachers Professional Learning Plan 2022 (Appendix V) describes the learning outcomes and evidence of participant learning, design of both the induction

program and mentorship program, and the structure of the learning opportunities. The learning design of the Support for New Teachers was also informed by Guskey's Five Levels of Professional Development (2002) as well as the Standards for Professional Development (Learning Forward, 2011; NDE, 2017).

Participants and Procedures

Elko County School District employs over six hundred teachers, hiring an average of 54 teachers each year over the past dozen years. Seventy-seven new teachers (approximately 13% of the teaching force) were hired for the 2021-22 school year, and 25 new teachers were hired in 2020-21, the year RISE was postponed due to Covid restrictions. These educators teach in 21 rural and semi-rural schools filling an array of positions in grades K - 12, including regular education teachers in all disciplines, special education, career and technical education (CTE), music, PE, computer science, and library. They teach the district's student population, including those with identified learning disabilities (nearly 13% with IEPs), those who speak English as a second language (9%), and those facing the challenge of poverty (over 40% free and reduced-priced lunch eligible).

Instructional Context

Part I: Supporting New Teachers Through the RISE Program

Prior to the start of school, newly-hired teachers gathered at the Elko High Tech Center for the induction program week. Monday and Tuesday followed a predictable schedule designed to provide engaging pedagogical content, coordinated opportunities for connections and networking on multiple levels, and pertinent information regarding the practical details of working in the state of Nevada, specifically the Elko County School District. Wednesday, Thursday, and Friday were school site days, including collaboration time with their newly assigned mentors.

In addition, the 2020-21 teachers who did not have the opportunity to participate in RISE because of Covid restrictions were welcomed on Wednesday for a mini-induction program, focusing on Social Emotional Learning and the Nevada Educator Performance Framework (NEPF).

Content. In order to achieve success in the classroom, new teachers must develop expertise in instructional practice. Content during the RISE induction focused on three major areas to support teachers to develop this expertise: NVACS, NEPF and Social Emotional Learning (SEL).

The NVACS vary depending on the content and grade level of each teacher assignment. The morning content began with participants engaged in focused work time to locate and delve into the content standards applicable to them. This content was presented as the "what" to teach.

Pedagogical content regarding “how” to teach included a dive into each of the five high-leverage instructional standards and indicators comprising the NEPF, which Nevada educators are expected to implement and by which they are evaluated. As a continued effort to support teachers during the pandemic, SEL and Family Partnership sessions were included in the RISE induction program. The morning content continued with what NNRPDP facilitators call “ready to roll”, a practical piece where teachers think through and plan for necessary routines and procedures and anticipate the whirlwind of the first weeks of school.

Connections. Fostering connections between new teachers and assigned mentors has become an integral part of the RISE induction program. This began on the afternoon of day two when each site-based mentor met with the teachers new to their school. They facilitated a short productive meeting. This initial meeting fostered the relationship between new teachers and mentor by preparing them to learn and work together at their school sites. Teachers became familiar with the school, set up their classrooms, and met others in the building. NNRPDP provided mentors with a comprehensive checklist to ensure that each new teacher received pertinent information concerning the complex details and systems particular to their school.

On the final day of the RISE induction program, newly-hired teachers were treated to a luncheon hosted at their school, where their school site administrators and mentors joined them. Participants earned professional learning hours recognizing their attendance and participation, and a monetary stipend from the district valuing the time devoted to RISE.

District Details. Each afternoon, participants completed required “district details.” This included the following: harassment and boundary policies and Olweus (anti-bullying) training, Special Education policies and procedures, the employee portal housing information and records, the state retirement program, district health insurance, the online grading system, and the teacher’s union (which they were invited to join).

Part II - Supporting Site-Based Mentors

Mentors for each school were chosen by the site administrator. The mentors received support from NNRPDP coordinators, and they, in turn, supported newly-hired teachers at their schools. Mentors, who were paid a stipend by the district as a token of appreciation for the often-extensive amount of extra work required in their role, came together for an initial face-to-face orientation provided by NNRPDP coordinators during the week of the RISE induction program. (See [RISE Mentor Contract](#) – Appendix L.)

Critical Friends Group®. Critical Friends Group® (CFG) communities are a protocol-driven form of a Professional Learning Community (PLC). Based on past success, NNRPDP coordinators chose to implement mentor CFGs as the vehicle for regular professional mentorship and collaborative support for mentors who, in turn, facilitated RISE CFGs for new teachers at their school sites. The RISE mentor goals were as follows:

- Collaborate for Professional Growth
- Collaborate to Support New Teachers
- Serve as a Model for New Teacher CFGs

To accommodate all mentors in the 17-thousand square mile region of Elko County, mentors and NNRPDP facilitators met via the online synchronized Zoom meeting platform following the initial face-to-face orientation meeting designed to build community. During each meeting, NNRPDP coordinators supported mentors in their role with new teachers while modeling effective facilitation of protocols. The mentors then used these protocols to facilitate new teacher CFGs at their school site.

The effectiveness of CFGs is dependent upon participants' voluntary attendance; therefore, new teachers were not required to attend; rather, mentor teachers developed relationships with new teachers inviting and encouraging them to attend. Mentors also had the option to invite veteran teachers to join the CFGs to build community among the new teachers and veteran teachers of a school.

Protocols. In order to provide relevant support and consistency, the coordinators chose to include three parts in every CFG which mentors then used in the CFG they facilitated at their school. Each two-hour CFG agenda included three main parts:

1. Read and process the book *Social Emotional Learning and the Brain* by Marilee Sprenger using a CFG protocol such as The Three Levels of Text Protocol (adapted from National School Reform Faculty) the purpose of which is to deepen understanding of a text and explore implications for participants' work.
2. Engage in a mentoring dilemma using [The Consultancy Dilemma Protocol](#) (adapted from National School Reform Faculty) which provides a structured process to help a participant see new possibilities for a dilemma they face.
3. Participate in a success protocol using the [Success Analysis Protocol](#) (adapted from the National School Reform Faculty) which provides a structured process to share successes in order to gain insight into the conditions that lead to those successes, so participants can do more of what works.

After engaging in the mentor CFG facilitated by NNRPDP coordinators, mentors planned, scheduled, and facilitated a RISE CFG with new teachers at their school. Like the mentor CFG, this on-site CFG included:

1. Processing the book *Social Emotional Learning and the Brain* by Marilee Sprenger using a protocol modeled in the mentor CFG.
2. Engaging in a teaching dilemma encountered by a new teacher using The Consultancy Dilemma Protocol.
3. Participating in a teaching success encountered by a new teacher using the Success Analysis Protocol.

Responsibilities. Principals, mentors, and NNRPDP coordinators shared responsibility for the job-embedded year-long support provided at each site. Detailing, sharing, and effectively communicating responsibilities for the mentoring support for new teachers was essential for success.

Principals

- Assign one or more mentors at their school site depending on the number of new teachers.

Mentors (See [RISE Mentor Schedule of Responsibilities](#), Appendix O.)

- Attend a face-to-face orientation and planning meeting prior to the start of school.
- Provide an orientation and support new teachers at the school site prior to the start of school (see [RISE School Site Checklist for Mentors](#) Appendix P).
- Participate in monthly online synchronous Mentor CFGs (Critical Friends Group®) seven times over the course of the year with other mentors to collaborate, plan, and experience protocols to use to assist new teachers. (See Appendix J for sample agenda.)
- Schedule, plan, and facilitate six face-to-face New Teacher CFGs over the course of the school year with new teachers at their school site(s).
- Share a written reflection on Google Docs for each of the six CFGs facilitated.
- Provide ongoing support to new teachers as needed.

NNRPDP Coordinators

- Facilitate an orientation session for mentor teachers prior to the start of school
- Facilitate seven Mentor CFGs over the course of the school year which serve as a model for mentors to then replicate at their school site.
- Review and respond to reflections on CFGs and provide ongoing support for mentor teachers.

Measurement

Providing a high-quality professional learning induction program for new teachers and support for mentor teachers were the goals for the professional learning intervention provided by the NNRPDP. The long-term outcomes are as follows:

1. New teachers will be effective educators and improve their craft of teaching.
2. Mentor teachers will become more effective in mentoring and improve their own instructional practice.

The short-term outcomes and measures are as follows:

1. New teachers will feel supported as demonstrated by critical reflections and surveys.
2. Mentor teachers will collaborate for professional growth, support new teachers, and serve as models for new teachers as measured by monthly reflections, dilemma and success anecdotal notes, and the NNRPDP evaluation.

Measurement Completed by New Teachers

NNRPDP Evaluation Survey. New teachers completed a survey at the end of the whole group RISE induction program prior to school starting. This survey involved using a five point Likert scale to rate the effectiveness of the induction process in the following ways: 1) The training will improve my teaching skills, 2) I will use the knowledge and skills from this training in my classroom or professional duties, 3) The training provided opportunities for interactions and reflections, and 4) My learning today will affect students' learning.

New teachers also completed an end-of-year survey reflecting on the school site support from their mentor teacher, including the initial school site days in August, as well as the structure of CFGs and the just-in-time support during the school year.

Reflections. Participants' reflections from the August three-day whole group training session prior to school starting gave the NNRPDP coordinators additional awareness of the effect of the components of the RISE program.

Measurement Completed by RISE Mentors

End of Year Survey. RISE mentor teachers completed an end-of-year survey including open-ended questions to determine if the impact of their role as mentors was fulfilling and/or challenging and to determine the effectiveness of support provided by NNRPDP.

Reflections. RISE mentor reflections from each monthly CFG they facilitated at their school provided rich anecdotal evidence of the success of this component.

Dilemmas and Successes. During monthly CFG meetings, RISE mentor teachers recorded both a dilemma and a success they attributed to their responsibilities as a mentor teacher. Many themes emerged that were mined to support the intervention of support for new teachers and mentor teachers.

In addition to the measurements above, effective professional learning evaluation requires consideration of five critical stages of information. Guskey's Five Levels of Professional Development (2002) considers that sustainable change in teacher practice can improve student learning outcomes as seen in the table below:

Table 1 *Evaluation Plan*

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did the participants like it? Was it time well spent?	NNRPDP Evaluation Survey Reflection Survey End of Year Survey	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	RPDP Evaluation Survey Reflection Survey	New knowledge and/or skills of participants	To improve program content, format, and organization
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Were successes recognized and shared?	Reflection Survey	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support To inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	RPDP Evaluation Survey Reflection Survey	Degree and quality of information	To document and improve the implementation of program content

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	<p>What was the impact on students?</p> <p>Did it affect student performance or achievement?</p>	NNRPDP Evaluation Survey	Student growth and achievement	To demonstrate the overall impact of the professional development

Results and Discussion

New Teachers: Impact of RISE Induction Program

New teachers completed a survey at the end of the five days prior to school starting. This core component of the RISE program, while changing somewhat from year to year in substance, has remained much the same in structure. An analysis of responses to four survey questions and open-ended reflections indicate that this component of RISE continues to have a meaningful, positive impact.

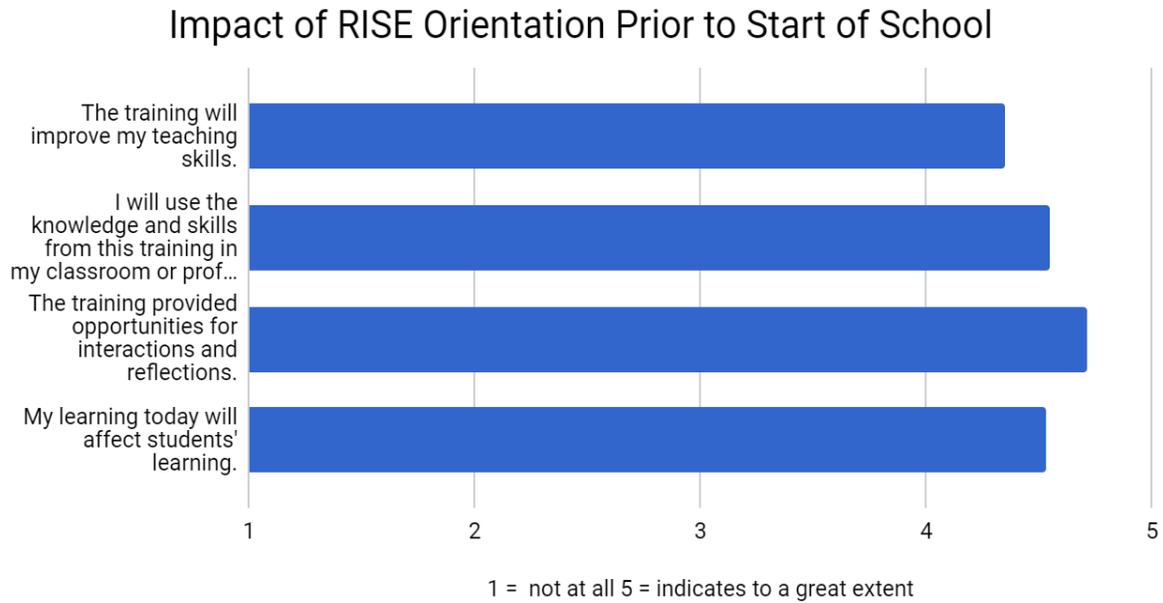
The presentations provide hands-on learning that teachers can carry on to their classrooms.

The whole training was well organized and thoughtfully planned out. It didn't just meet the minimum required but pushed us to learn new teaching strategies.

Thanks so much for giving us all this opportunity to learn, collaborate and get started on a long career full of responsibility.

Really refreshed my memory on the standards and how to implement them.

Figure 2 *Impact of RISE Orientation Prior to Start of School*



In the same survey, participants were given the opportunity to respond to three open-ended questions. Question one asked, “From today’s session, what will you transfer to practice?” Four themes emerged reflecting the major components of RISE.

Table 2 *Survey questions and open-ended reflections*

Theme	Examples
Classroom Environment	<p><i>A lot of the teacher tools and especially the classroom management!!</i></p> <p><i>Being intentional about my practices within my classroom and the classroom culture I want to establish.</i></p> <p><i>Keeping old school vs new school in mind.</i></p> <p><i>Establish a student-centered classroom</i></p> <p><i>The importance of establishing class community and family engagement.</i></p>
Learning strategies and methods modeled throughout the week	<p><i>Using different strategies to meet diverse needs.</i></p>

Theme	Examples
NEPF	<p><i>How to engage families in student learning, routines/rituals.</i></p> <p><i>Social and Emotional wellbeing, NEPF</i></p>
NVACS	<p><i>Becoming more familiar with NVACS and understanding them</i></p>

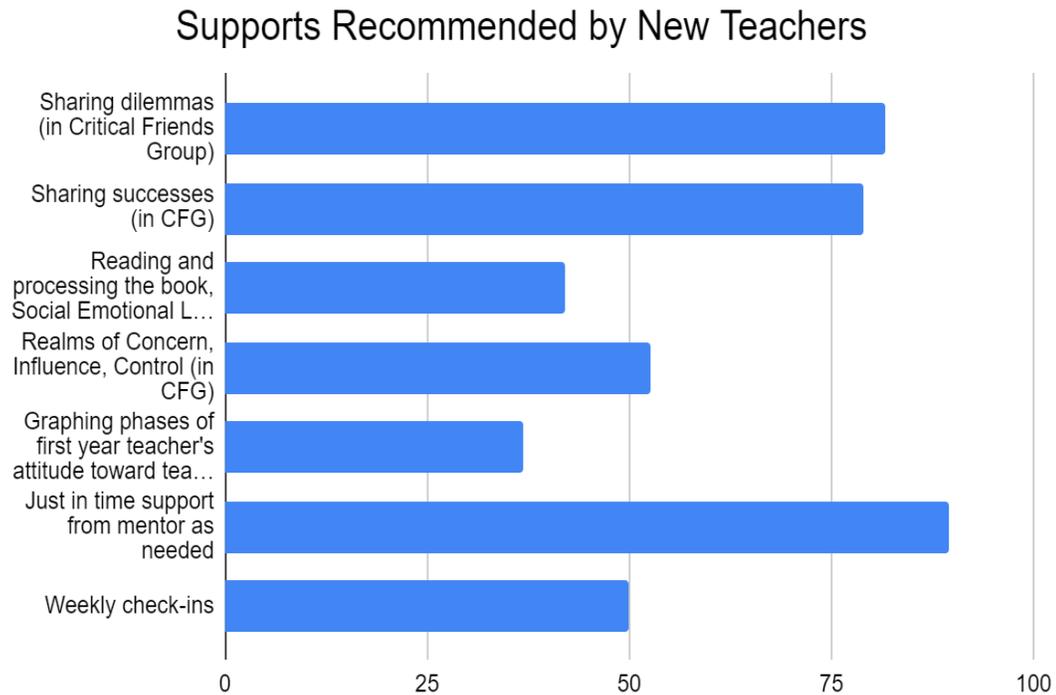
New Teachers: Impact of Ongoing Site-Based Support from Mentor Teachers

At the end of the 2021-22 school year, new teachers completed a survey that included reflections on mentor support. Two areas of support that received overwhelmingly positive responses were 1) initial meeting with your mentor during RISE on August 17, 2021, and 2) school site support (2.5 days) provided by mentor prior to the start of school. Nearly 95% of new teachers would recommend including both supports in next year’s RISE program.

New teachers were asked to select other supports they would recommend for next year's RISE program. The list of supports included:

- Sharing dilemmas (in Critical Friends Group®)
- Sharing successes (in CFG)
- Reading and processing the book, *Social Emotional Learning and the Brain* (in CFG)
- Continuing realms of Concern, Influence, Control (in CFG)
- Graphing phases of first year teacher's attitude toward teaching this year (in CFG)
- Providing just in time support from mentor as needed
- Continuing weekly check-ins

Figure 3 Supports Recommended by New Teachers



Mentor Reported Dilemmas

The dilemma protocol allowed all mentor teachers the opportunity to present a challenging situation regarding supporting their new teachers. Once presented, a culminating decision by all mentor teachers was made on which dilemma would be the focus for the rest of the protocol. Tapping the power of the collaborative group in addressing dilemmas of practice, all mentors were able to add input, a new perspective, or even some possible solutions to try to mitigate or solve the dilemma.

Table 3 Dilemma Protocol

Themes	Mentor Teacher Dilemmas
Time	Finding the time to meet everyone’s needs. Some new teachers need a lot of support. They are each in a different place with different priorities.
Levels of Support	Knowing the best way to support these new teachers when they are brand new and don’t really feel like they know what they need yet. My dilemma is trying to support everyone with all of their needs. We have new teachers and long-term subs that all need a different level of support.

Themes	Mentor Teacher Dilemmas
Personal Life	Many of my teachers have asked how to have a good work/life balance. I'm unsure of exactly how to answer each individual as there seems to be different priorities for different teachers.
Challenges	I have a teacher who will not accept advice from anyone. He is open to listening and positive, but does his own thing no matter what advice is given.

Mentor Reported Successes

Sharing successes through the Success Analysis Protocol allowed participants to gain insights into conditions that lead to those successes, so participants can do more of what works. Ending CFG meetings with successes was also a great way to build relationships with mentor teachers and among mentor teachers. The table below depicts the four themes that emerged with corresponding authentic examples of a teacher's success.

Table 4 *Success Analysis Protocol*

Themes	Mentor Teacher Successes
Positive Relationships	I think the relationship building has been one of my successes with these new teachers. I have also been able to meet their families which has helped them gain a sense of belonging to the school (I hope). My mentee trusts me enough to text me about issues and how she should approach different situations.
Instructional	One of my mentees is also part of my pod. We have been able to not only communicate about being a new teacher, but she has also brought a lot to the table and I have learned from her. We talk every day and it is not always about school stuff.
Curriculum	Three out of four of my grade level new teachers are finally feeling confident to take on some curriculum and make it their own.
Communication with Families	Our new teacher team successfully got through student-led conferences and discussed feeling more confident in our communication efforts with parents and guardians.

The model of support new teachers received from their mentors included mentor support at their school site prior to school starting, monthly new teacher CFGs, and just-in-time support and check-ins. Reflecting on this model of support, new teachers had many positive comments such as:

I felt fully supported this year and I loved all of these things. At this time, I don't see any room for improvement!

The model worked great! The one-week induction training was very informative and answered all of my initial questions. The CFG meetings brought about a nice sense of community. I have been very pleased with my experience.

I really liked the way we worked with our mentors this year. Having a formal meeting once a month was helpful to be able to discuss any problems we had. The informal check-ins were nice as well when I needed some advice or help with something I didn't necessarily want to say in our CFG meetings.

This model worked just perfectly for me. I really enjoyed meeting monthly with the teachers and getting support and advice from them.

Other comments indicated that some teachers could have used more specific support. This information is important and can be used when planning next year's RISE program. These reflections included:

One support that would have been ideal for me specifically would have been to have some time built in for meeting with the special education department. Being a special education teacher, I had a lot of questions that my mentor could not answer. I also didn't have another SPED teacher at my site to assist with showing me the ropes.

Due to being a SpEd teacher some things were not even relevant to me. I would have been better off having a SpEd mentor at a different site to reach out to.

I think that pairing teachers who teach similar grades would have been far more beneficial. Having a teacher that teaches 3rd grade paired with a teacher who teaches seniors, is somewhat beneficial but the issues that arise and the strategies used for teaching are drastically different.

RISE Mentor End of Year Survey

Mentor teachers were asked to reflect on how well the RISE Mentor CFGs met the three goals which were 1) collaborate for professional growth, 2) collaborate to support new teachers, and 3) serve as a model for new teacher CFGs. This survey used a five-point Likert scale with 1 being "not at all" and 5 being "to a great extent".

Figure 4 *Goal 1: Collaborate for Professional Growth*

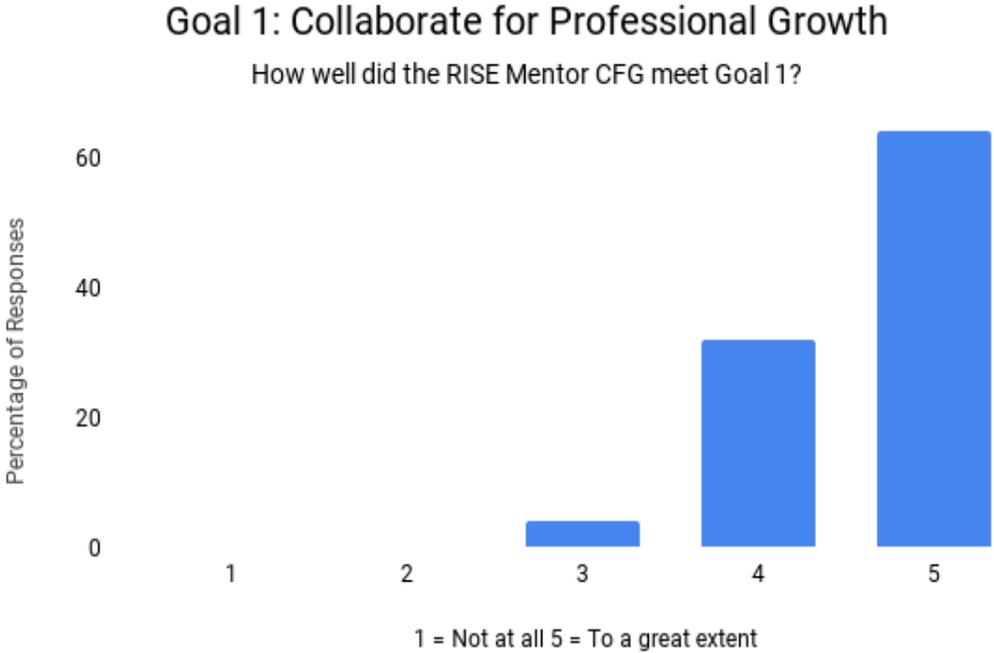


Figure 5 Goal 2: Collaborate to Support New Teachers

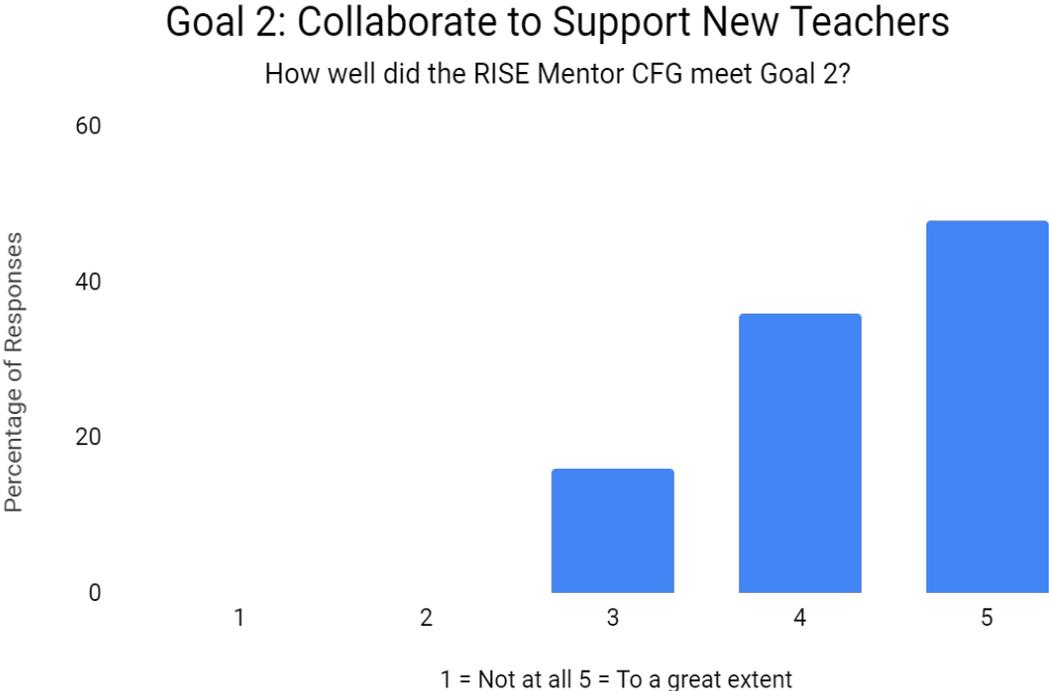


Figure 6 Goal 3: Serve as a Model for New Teacher CFGs

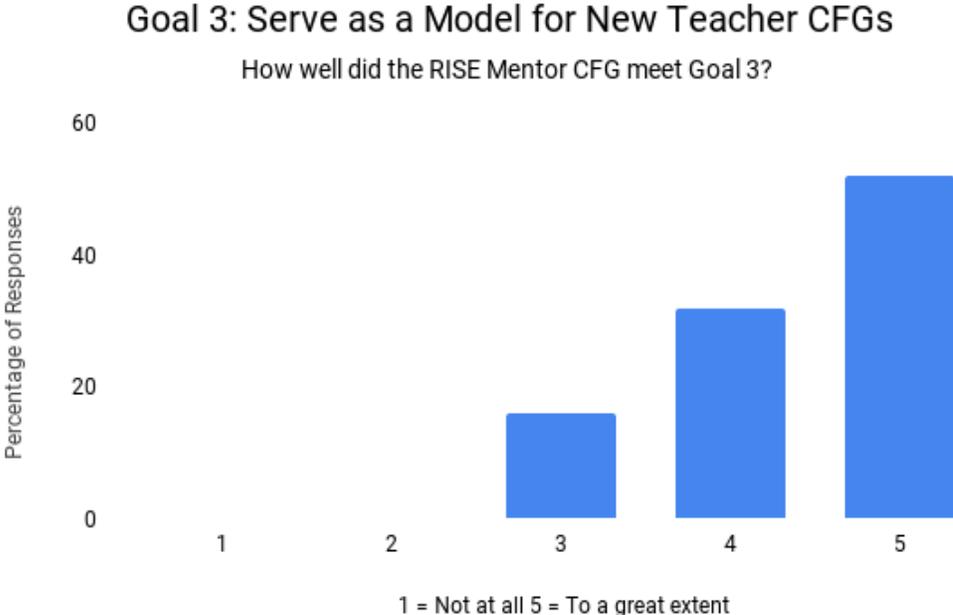
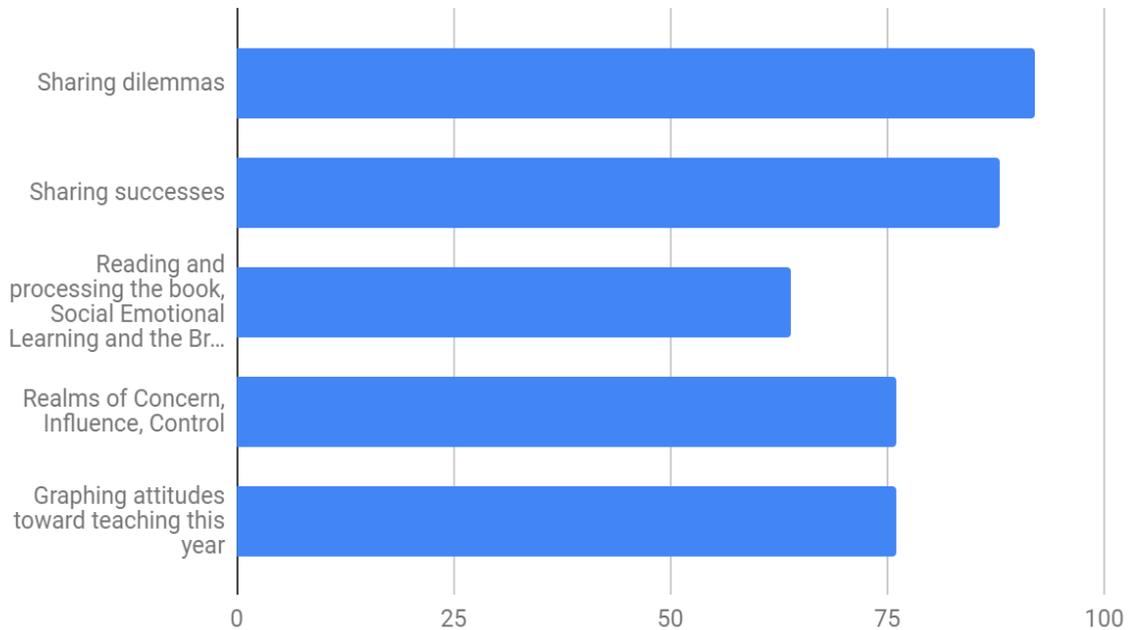


Figure 7 RISE Mentor Recommendations for Next Year's RISE Program

RISE Mentor Recommendations for Next Year's RISE Program



Results indicate that mentors believe collaborating with colleagues about dilemmas of practice and sharing successes were the most beneficial for both their own practice and that of their mentees.

When asked how NNRPDP coordinators could better support mentors, half of the participants expressed gratitude for the support currently provided with no suggestions for improvement. The other half offered suggestions that are worthy of consideration for the next steps. Suggestions included:

- Time embedded in the mentoring program to observe new teachers in their classrooms to provide feedback and target challenges.
- NNRPDP coordinators could attend one RISE CFG meeting at each site and provide coaching to the mentor.

RISE Mentor Reflections

Each Mentor CFG meeting began with a five-minute reflection period where mentors reflected on their mentoring experiences in a shared Google Doc. These reflections reveal teachers are deeply committed to the profession, their schools, and the new teachers they have been charged with mentoring. Many, if not most, went above and beyond the requirements of the contract.

Table 5 CFG Meeting Mentor Reflection

Theme	Example
<p>Mentoring and CFG meetings were a positive experience.</p>	<p><i>It went well. The new teachers came with great questions. We answered their questions, and we ended on a positive note.</i></p> <p><i>The last CFG was very insightful. I had the teachers write reflections on what is going well and what they are struggling with. Before discussing their reflections, I shared my own reflection which mirrored both of theirs.</i></p> <p><i>Our last CFG felt productive. We had a great conversation about observations/evaluations and preparing for parent/teacher conferences, as well as the book talk.</i></p>
<p>Mentors went above and beyond the requirements outlined in the contract.</p>	<p><i>Support with planning for the next group of cadets, providing them with opportunities to enhance their teaching practices through developing realistic goals. Realistic goals are sooooo important!!!!</i></p> <p><i>To help with the dry text of business class, we collaborated on setting up a school store selling items to the student body of the school. Students will run this as a business, with a business plan, inventory, products and so on...what they read will now relate in lessons about the store and make real connections.</i></p> <p><i>I give one of the teacher's materials when she asks. She's been coming to me more often, so that's a win!</i></p> <p><i>I am helping them with curriculum and assessments whenever necessary.</i></p> <p><i>My goal is to continue having critical conversations with my team and new teachers about the importance of being mindful of what is in our control and to stay focused on that.</i></p> <p><i>On top of the CFGs, I make it a point to go to every new teacher, at the end of the day on Friday to ask how the week went and how we can help them in any way. It seems to work great as this is a time of personal reflection or time for them to ask questions that they wouldn't otherwise ask in front of a group.</i></p>

Theme	Example
<p>Mentors reflected on the experience and what they have control over.</p>	<p><i>I am going to focus on the things I can control. So many things are out of our control and it isn't healthy for us to continue to worry and stress about it.</i></p> <p><i>I want to focus on the things in my control and influence and say "Not my problem" to the things out of my control. Then let them go!</i></p> <p><i>I am going to take care of myself physically and emotionally. If I don't start putting myself first, then I will be of no use to my mentees. I need to be able to give them my undivided attention when they seek help. If I don't have a clear head space, then I can't help them. I believe that if I practice this myself, I can show them how to do it for themselves.</i></p>
<p>Mentors targeted support to the specific needs of RISE teachers</p>	<p><i>I am helping the teachers work through the evaluation process.</i></p> <p><i>Our meeting largely focused on basics such as the gradebook, evaluations, dealing with absent students, and learning strategies. We were also able to share some struggles and successes.</i></p> <p><i>Our last CFG went well. It was more of just working on technical issues like NEPF and showing them where to go and how to get ready for observations.</i></p>
<p>Mentors targeted support based on what they believe is important.</p>	<p><i>Our most recent meeting went well. I had them complete a written reflection sheet and share both their successes and struggles to get a sense regarding the overall picture of how things are going for them. We were able to celebrate some amazing successes regarding instructional strategies that are working and helping kids succeed.</i></p>
<p>Mentors face many challenges.</p>	<p><i>The teachers are a little reluctant and wondering what we are meeting about, but they have now experienced high school parent teacher conferences.</i></p> <p><i>I have had some issues with some of the new teachers. One teacher has a great relationship with the kids however they are treating her really poorly. She is trying to put her foot down.</i></p> <p><i>With some reluctance we met, but once together the teachers did some talking. One of the teachers is extremely independent and</i></p>

Theme	Example
	<i>would rather be left alone but the other convinces him to come along and share.</i>
Mentors find great satisfaction in helping new teachers.	<p><i>Being available whenever she needs help, she will send me a Google Meet link and I will jump into the meeting to help with anything she needs.</i></p> <p><i>I am going to focus on “filling the buckets” of our mentees. We are halfway through the year and I want to encourage them to stay positive and to appreciate all of their accomplishments.</i></p>

Conclusion

Through the partnership between Elko County School District and NNRPDP, RISE offered new teachers much needed support and encouragement. The two components of RISE, induction and mentoring, gave teachers the necessary information and inspiration prior to the start of the school year and ongoing support throughout the school year was provided at the school site. The evidence strongly indicates that both components are necessary and effectively work in tandem to accomplish this goal. The evidence also suggests effectively supporting new teachers during their first year requires a great deal of time and commitment on the part of mentors. With such intense effort, mentors themselves risk burnout suggesting revision to the program could include more support for mentors. Small measures could be taken to provide that support including NNRPDP coordinators attending at least one CFG meeting at each school site each year to provide support and coaching to mentors. A more robust revision could include mentorship for all teachers in their first two years in the profession.

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