An Analysis of the Mentoring of First-Year, Experienced-Based Licensed Teachers in the CESA 7 District of Wisconsin.

A Thesis Presented for the Master of Science Degree
The University of Wisconsin – Stout

Christopher Maki
December 2023

Maki, Christopher C. *An Analysis of the Mentoring of First-Year, Experienced-Based Licensed Teachers in the CESA 7 District of Wisconsin.*

Abstract

Beginning in 2015, Wisconsin opened teaching positions to new teachers who have considerable experience in different industries instead of having a traditional four-year education degree. These new teachers have considerable experience in their field but are still new teachers and need mentorship and guidance. Experience-based teachers licensed can be considered subject matter experts but lack the theoretical knowledge and pedagogical skills necessary to be effective in the classroom. New teacher mentoring is vital for any new teacher. However, teachers with experience-based licensure do not have the typical educational experience of student teaching and need different mentoring processes than traditional first year teachers. Mentoring new teachers must consider the previous experiences of the new teacher and adjust the mentoring and guidance accordingly. Specific mentoring practices for different types of new teachers will ensure the success of the new teacher and the success of the students. Incorporating evidence from teachers holding an experience-based license and data from a survey, this study demonstrates that mentoring is effective towards new teacher's preparedness in the classroom their first year of teaching. The research data also shows that there is more research to be done in the area of new teacher training and in mentoring relating to classroom successes.

Acknowledgements

This thesis would not be possible without the help and guidance of several individuals who gave valuable assistance in one way or another. It is only because of them that this process was able to be completed within the timeframe that was expected.

First, I am very thankful to my program advisors who guided my college path from being just an idea to graduation in two and a half years. I want to thank my first program director, Dr. Deanna Schultz, for laying out the path for me to take. I would also like to thank my current program advisor Dr. Michael Selover for helping me finish strong.

Secondly, I am extremely thankful for many of my professors who helped me along the way. A huge thank you to Dr. Nancy Chapko for helping me narrow down my research ideas and forming it into a workable thesis. Thanks also need to go out to my research advisor Dr. Kevin Dietsche for his personal buy-in to my research and his support and guidance along the way.

Finally, I would be remiss in not mentioning my family, especially my loving wife. Her belief in me has kept me motivated during this entire process. She gave me the push to pursue my post-secondary education over 10 years ago and has supported me the entire way.

Table of Contents

List of Tables

Chapter I: Introduction

Teacher shortages across the country have changed the way many states are allowing new teachers to enter education (Department of Public Instruction, 2020). An ever-growing segment of career and technical education (CTE) teachers are leaving teaching careers to pursue careers in which they were teaching. Around 37% of public CTE teachers somewhat or strongly agree that they would leave teaching immediately if they could get a higher-paying job (Alvarado, 2023). As a result of this, states have had to look at new solutions to increase the number of teachers. Mordan (2012) states "As the number of retirements and teacher shortages continue to increase the importance of retaining existing qualified teachers will also increase." (p.7)

As part of the plan to combat this problem, Wisconsin developed six pathways to become a CTE educator. Each of these pathways have several different routes to become a teacher (Department of Public Instruction, 2020). A Wisconsin's Experience-based Licensure allows people with a skillset and a bachelor's degree in a related field to become a teacher without having to go back to college for a traditional education degree.

These six pathways according to the Wisconsin Department of Public Instruction (2020) are 1. obtaining a bachelor's degree and then an approved teacher preparation program, 2. obtaining a bachelor's degree in education, 3. already having a bachelor's degree in a teacher shortage area and then taking an approved educator preparation program, 4. obtaining a certification from the American Board for the Certification of Teacher Excellence, 5. hold a bachelor's degree in engineering and have five years of experience in the subject area, and lastly 6. have training and experience in a trade or vocational area and have a district sponsorship to teach in CTE. This last pathway (and focus of this paper) Wisconsin calls the experience-based technical/vocational licensure (EBL licensure).

Teachers who enter the profession through alternative certification routes are more likely to feel well-prepared in terms of content but feel less well-prepared in pedagogy than those who have completed traditional certification program (Bremer & Ruhland, 2002). "The majority of beginning alternatively certified teachers have very limited to no classroom experience and probably have not experienced student teaching" (Ruben, 2009, p. 1). This limitation does not affect traditional education teachers because student teaching and experience in the classroom is part of that college experience.

"An added complication for most CTE teachers is finding themselves as the sole professional in their school teaching their subject area." (Blevins, 2016 p. 2) This can also make it difficult for the school to find an appropriate mentor for the teacher. Every new teacher will go through training and mentoring, no matter how they become teachers. For experience-based licenses this training is set by the district with guidance from the Department of Public Instruction (DPI), the local Cooperative Educational Service Agency (CESA), or an educator preparation program (Department of Public Instruction, 2020).

Statement of Problem

Experienced-based licensed teachers begin their teaching career with a different background and different skill sets than traditionally trained licensed teachers. All new teachers, regardless of how they became teachers, undergo a mentoring program. This research study explored the effectiveness of traditional mentoring programs for experienced-based licensed secondary teachers in CESA 7 in Wisconsin.

Purpose of Study

The purpose of the study was to explore the different aspects of mentoring and training experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. Knowing that experience-based teachers have different skill sets than their traditional teacher counterparts, this study compares the effectiveness of how the mentoring program works for teachers with a non-traditional background in education. The US Department of Education reports that more than 50% of CTE teachers in health sciences and automotive related instructional programs did not complete a traditional or alternative teacher preparation program (Stephens, 2015). This makes the need for a quality mentor program even more important to better prepare new secondary, experienced-based licensed teachers in CESA 7.

Research Questions

- How effective are new teacher mentoring programs to teachers with experience-based licenses?

- What effect do new teacher mentoring programs have on the personal success of experienced-based licensed teachers?

- Are new teacher training programs in Wisconsin effective for teachers with experience-based licensed teachers?

Significance of Study

This study has great significance to the educational establishment because the experience-based license programs have been new in Wisconsin in the last eight years. Little is known about the effectiveness of the experience-based licensed teacher. This research sought to gain insight into the program's progression to aid in informing the legislative and procedural

progress in the future. In other words, this study sought to provide a benchmark that can be utilized to further develop and refine the experience-based license program.

Two of the CTE National Research Agenda's objectives are facility and staff development and quality of teachers. This study is looking at training and mentoring of new teachers. Both objectives are directly impacted by how new teachers are taught (Lambeth et al., 2018).

Assumptions of Study

It is assumed that:

- A sufficient number of experience-based teachers will be available and willing to participate in the study.

- The teachers in the study will be honest and provide accurate information about their mentoring experiences.

Definition of Terms

The following terms will be used throughout the paper. These terms are defined below.

CESA

CESA stands for Cooperative Educational Service Agency

CTE

Career and technical education (CTE) is the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions. (Schultz, 2022)

IRB (Institutional Review Board)

Institutional Review Board is a group from the college established to protect the rights and welfare of the volunteers participating in the research study (Oregon State University, *2012)*.

Mentor

Mentor is a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school (Association for Talent Development).

Experienced-based (licensed)

Experienced-based (licensed) are people who have training and/or experience in a technical or vocational field or trade, as well as some training in how to teach (Department of Public Instruction, 2019).

Qualitative

Qualitative stands for the measure of the characteristics of something as opposed to the quantity of something (*Qualitative Definition & Meaning | YourDictionary*, n.d.).

Limitation of the Study

- In an effort to complete this study in a timely manner, time is a limitation of the study. This study was conducted in a specific time period. It might have excluded some teachers who were not available during that time.

- The invitation to participate in the study was sent via email to teachers that currently hold an experience-based license. These teachers were found by an open records request and the list might not be updated.

- Researchers' bias due to the researcher's personal experience with mentoring as an experienced-based license teacher may influence the study's findings.

Chapter II: Literature Review

The purpose of the study was to explore the different aspects of mentoring and training experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. The research looked at the differences between an experience-based licensed teacher and a traditional teacher and the amount of knowledge about the subject they are teaching. The purpose of this chapter is to provide a review of the literature related to the mentoring processes, background on experience-based teachers, and mentoring results for all types of teachers. This review is broken into four broad areas to include how teachers with experience-based licensure have more real-world experience than a traditionally licensed teacher, the effectiveness of mentoring on a teacher, classroom improvement after mentoring, and mentoring teachers with experience-based or alternative types of licenses.

EBL Teachers Have Real World Experience

Experienced based teachers in Wisconsin are teachers who used to be working in the field they are now teaching in. Experience based licensed teachers are required to have a certain number of hours worked in the field or training as an apprentice as well as college credits in the field they are teaching in (Department of Public Instruction, 2016).

Experience

People with experience have been teaching since the beginning of time. Parents taught what they knew to their children and grandchildren, and this continued until schools started. This type of teaching continues in the workplace to this day. Nearly every job has training on the job where a more experienced person instructs a new person (Cantalupo, 2022). This also now

happens in the classroom with teachers who have come from various industries to the classroom to become teachers.

Teachers have a curriculum that must be taught to students set by the school district (Underwood, 2019). Teachers who come with an experience-based license can also teach from personal perspectives or from their own history of working before teaching. A 2015 study showed that 85 percent of teachers with an experience-based license were either somewhat familiar or very familiar with the content they were teaching (Stephens, 2015). Professor Gonzalez from Universidad TecMilenio of Mexico, who used to work at several well-known computer companies said, "Beyond the subject that is being taught, the experiences I've been through allow me to adapt the content of the course and give it a personal touch, aiming for a more "real-life" scenario," (Lukins, n.d. para 10).

Professor Gonzalez and others who come from the industry that they were experts in to become teachers have a better understanding of what the students will encounter after school. A 2016 study by Advance CTE showed there is a need for experts to help students gain real-world experiences by providing them access to industry experts (Advance CTE, 2016). Teachers who come from industry to teach with an experience-based license meet these needs to gain students access to industry experts every day.

Mentoring Effectiveness

Many, if not all, school districts across the country use some form of mentoring for new teachers. The Association for Talent Development defines mentoring as "a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development" (Association for

Talent Development, n.d. para 1.). Mentoring at its core is a senior person helping and guiding a junior person.

Effectiveness of Mentoring

For mentoring to be considered helpful and effective, there needs to be several factors considered including the teacher's feedback and how the classroom environment improves. Some of the measurements in determining whether the mentoring was effective are based on individual opinions and are harder to measure where other items are quite specific and easier to measure (Seibert, 1999). There are two types of mentoring that we can look at to determine the effectiveness: formal and informal (Berk et al., 2005).

Formal mentoring is when the mentor and mentee participate in tasks or events set forth by the organization (Edwards-Groves, 2014). Formal mentoring are activities such as meetings, workshops, or discussions of teaching methods. Informal mentoring is more relational and occurs when the mentor and new teacher meet outside of required times (Edwards-Groves, 2014).

Looking at the effectiveness of formal mentoring, the results can be seen by getting feedback during one-on-one sessions or evaluations of the process (Jones & Smith, 2022). The effectiveness of informal mentoring is better to look at communication between the mentor and mentee. An Australian study found that when a mentor and mentee are teaching the same topics or in the same field mentoring is more effective (Raymond et al., 2016).

Feedback from the new teacher to the mentee is an effective way to tell if informal mentoring is effective. Feedback from the mentor to the new teacher can help the new teacher in trying new strategies. This feedback is then implemented, and the mentor can get feedback on how the new strategies worked or did not work. Informal mentoring leads to more positive

results because the relationship side of mentoring was more natural and provided friendship (Inzer & Crawford, 2005).

Classroom Improvement

If effective mentoring is occurring the classroom environment will improve. Gholam (2018) found that beginning teachers found that classroom management was a major challenge. Teachers who participated in some form of mentoring program performed better at various aspects of teaching such as keeping students on task, maintaining a positive classroom atmosphere, and demonstrating successful classroom management (Ingersoll & Strong, 2011).

Rockoff (2008) found a direct correlation between the impact of new teacher mentoring and student achievement. The study showed that with more mentoring hours there was a greater impact in student achievement (Rockoff, 2008). Mentoring has been shown to help teachers increase student achievement by helping the new teacher better understand what is going on in the classroom and what to do with that information (Blevins, 2016). An additional finding was that with effective mentoring came increased confidence and self-esteem, improved problem solving, and reduced feelings of isolation which all relate to a better classroom environment for both students and teachers (Hobson et al., 2009).

Mentoring EBL Teachers

Mentoring a teacher with an experience-based license is different from mentoring a traditional teacher for several reasons. The biggest reason is that they have practical experience that they bring with them into the classroom. These teachers have already done the things they are showing the students. The unfortunate part is there is not a lot of research done on a proper way to mentor someone who has already been in the workforce and is not teaching.

Mentoring Tied to Experiential Learning Theory

In Wisconsin, the experience-based licensure is only valid for vocational fields. Teachers who hold an experience-based license will only be in CTE classes which tend to be more hands-on than the core classes of math, science, and social studies (Department of Public Instruction, 2020). Issues arise with mentoring EBL teachers as they do not come from the education field and did not learn the same things as traditionally trained educators. Most of the mentoring materials and mentoring methods come from post-secondary universities so teachers who do not come from this background do not always understand the materials (Briggs, 2008).

There are many educational theories that underpin the philosophy of education. In the CTE learning environment, experiential learning is common. Philosopher David Kolb had an idea where you can take charge of your own learning by understanding yourself. David Kolb said "There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one's own learning process" (Kolb, A. Y., & Kolb, D. A., 2009). Experiential learning is an expansion of John Dewey's learning by doing.

John Dewey's philosophy of learning by doing is a theory that the best way to learn was to be hands on. John Dewey noted that children are interested in moving, talking, listening, exploring, and being active (Pedagogy4Change, 2019). This idea is that children should be doing something to learn and not sitting at a desk while someone talks to them. This method of education through action or learning by doing is what the experiential learning theory is about.

Career and technical education is teaching tasks or skills that can be directly used in the workplace. Teaching students to have a set of skills is difficult to do when the students are just sitting at a desk. To learn a skill or the ability to do a set of tasks that will be used in the

workplace requires the learners to be active, moving around, and being hands-on in the classroom. The experiential learning theory fits this model of learning.

Mentoring is another example of experiential learning theory. When mentors and mentees discuss how to make the classroom more effective for learning, the ideas given must be acted on to make changes. These changes then need to be modified or altered to meet the ever-changing needs of the classroom. The changes are then implemented, and the process continues in an everlasting loop of learning by doing, or experiential learning.

Conclusion

The proverb "experience is the best teacher" can be helpful or harmful depending on the context. It is essential that proper guidance be given in a mentor/mentee relationship. A positive experience can be rewarding and leave a lasting impact on the new teacher mentee.

A teacher with a post-secondary degree in education has been through four years of learning how to be a teacher and a student teacher to understand how to teach. A mentor for them is immensely helpful in understanding the school and some of the material to teach. A bad mentor means the teacher will struggle in the subject area but should do fine with the classroom management.

A teacher who has come from the workforce to become a teacher can have years and years of technical expertise and industry experience in a specific field. A mentor for them is needed to help learn how to teach the information they know, manage a classroom, and set expectations for themselves and the students. A poor mentor or a lack of mentor for this type of teacher can cause them to fail and end up quitting education and going back to the industry. That

is why this research explored the effectiveness of traditional mentoring programs for experience-based licensed secondary teachers in CESA 7 in Wisconsin.

Chapter III: Methodology

The purpose of the study was to explore the different aspects of mentoring and training of experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. The study looked at the effectiveness of traditional mentoring practices with non-traditional teachers and how we can better prepare these teachers for the classroom. This chapter discusses the survey, teachers who were given the survey, the process in which the data was collected, and the limitations of the study.

During the mid-1800s there was a shift in the United States from formal education towards experiential learning (Lewis & Williams, 1994). This shift led to more learning by doing and less learning in the traditional classroom setting. This is what teachers who have experienced-based learning have been doing. These teachers are learning how to teach by teaching rather than in a college classroom. Learning through this method is what experiential learning is all about.

This chapter will cover several topics including subject selection and descriptions, instrumentation, data collection, data analysis, and the limitations of the study.

Subject Selection and Description

The subjects for this study were current teachers who had obtained a Wisconsin experience-based license. The teachers in this study had an experience-based license to teach in a role in which they did not obtain a post-secondary degree. The subjects who responded to this survey have been teaching for between one and eight years with an experience-based license. Prior to 2015, teachers in Wisconsin had to obtain a four-year college degree to obtain teaching licensure (University of Wisconsin - Stout, 2021).

Instrumentation

A qualitative survey of 11 questions relating to the mentoring process for new teachers with experience-based licensure was developed. (See Appendix A) The survey was created by the researcher and pilot tested for input by a K-12 mentor teacher and a post-secondary University professor. The survey had two yes or no questions to both obtain consent for the survey and to ensure the respondent holds a Wisconsin experience-based license, four yes or no questions determining what type of mentoring and training the teacher received, one question about the length of time they have been teaching with an experience-based license, and three questions about the effectiveness of the mentoring and training received. The last question was open ended and allowed the respondents to express a personal statement about their own mentoring process. A research survey uses the scientific method of analyzing and examining the data, of interpreting data, and arriving at a generalization (Salaria, 2012).

The research proposal was reviewed and approved by the Institutional Review Board (IRB) at the Universities of Wisconsin-Stout and found to be exempt (See Appendix B). The survey was reviewed for fairness and verified that it is ethical, follows all UW-Stout policies, and protects all research participants. This survey was also sent to another teacher outside of the study area as a trial for effectiveness. To protect the rights of the participants, the survey began with an implied consent statement (See Appendix C).

Data Collection Procedures

A survey was conducted utilizing Career and Technical Education (CTE) teachers that have experience-based licensure (See Appendix A). These teachers were found by contacting the DPI directly for a list of teachers with this type of license. The DPI was able to provide a license

number which was then compared with a list of all teachers in the state and the list was then

parsed down to EBL teachers in CESA 7. The EBL teacher's email addresses were then pulled

from the individual school websites. A survey was sent to the EBL teachers via email during the

2023-2024 school year during the first semester of school. (See Appendix D)

There were 48 teachers located within the 38 schools in CESA 7 who held an experience-

based license. An email was sent directly to each of these teachers and a follow-up was sent two

weeks later following up and asking them to fill out the survey. Qualitative data from the survey

results were collected from 28 of the 48 teachers.

Data Analysis

"One of the most important steps in the research process is analysis of data" (Leech &

Onwuegbuzie, 2007, p. 562). The data was analyzed by recording the survey results into

categories and breaking down the responses into categories. These categories could then be

analyzed to determine the level of support for new teachers and their mentors. These results were

broken down into graphs (See Appendix B). The tables rank the results on how much the

respondents agreed or disagreed with the statements about their mentoring experience. There is

also a question that is listed as an open-ended response.

By implementing strategies of data analysis and carefully planning for the survey, the

overall validity of the data can be increased (Patino & Ferreira, 2018). Because the survey was

only given to teachers with experience-based licensure the results are all from teachers without

an educational background adding to thea validity of the survey. By looking at the average of the

results on the scale of 1-10, the results can be tabulated to see what is working and what is not.

Limitations

This study has some limitations based on the overall scope of the study. Some of these limitations are as follows.

- The number of experience-based licensed teachers in the CESA 7 area was limited to 48. There were likely teachers who had an experience-based background who went back for a traditional license who would not be included.

- The time for getting the survey completed was a limitation. The researcher gave the respondents 2 weeks to get the survey completed.

- Researchers bias due to the researcher's personal experience with mentoring as an experience-based licensed teacher.

Summary

This study explored the different aspects of mentoring teachers and the differences between mentoring an experienced-based licensed teacher and a teacher licensed through traditional methods. The method of gathering data for the research was gathered by a survey sent to teachers who held an experience-based license in the CESA 7 region of Wisconsin. This chapter describes the research subjects, the research survey, the data collection process, data analysis, and the study's limitations. The next chapter will discuss the results of the research questions.

Chapter IV: Results

The purpose of the study was to explore the different aspects of mentoring and training experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. The research questions for this research are as follows:

- How effective are new teacher mentoring programs to new teachers with experience-based licenses?

- What effect do new teacher mentoring programs have on the personal success of experienced-based licensed teachers?

- Are Wisconsin experience-based licensed teachers as effective in teaching as their traditional peers?

These research questions were designed to answer one primary question. Are mentoring programs designed for all new teachers effective for teachers with experience-based licenses? In this chapter, the research questions are answered from the data gathered from the survey results sent out to teachers with an experience-based license in Wisconsin. The results are broken down into two categories for most questions. The results are separated into teachers without prior experience and the teachers who have prior teaching experience.

Data Preparation

Several steps were needed to prepare the data for analysis. The first step was to extract the data from a Qualtrics survey sent to the respondents. Respondents who selected their prior teaching experience were separated into a group separate from those new to education. Each group was then organized to answer the same questions. When asked about prior teaching experience, 16 of the 28 respondents said they had prior teaching experience before obtaining an

experience-based license. A full list of the survey results can be found in Appendix E. Using Survey System, an online survey system, it was determined that 23 respondents were needed to limit the error rate to 15% with a 95% confidence interval (Creative Research Systems, n.d.).

Table 1

Do you have prior Teaching Experience?

Answer	Response	%
Yes	16	57%
No	12	43%
Total	28	100%

Question 3 asked "Do you have prior teaching experience?" As shown in Table 1, 57% of the respondents said that they had prior teaching experience. This question did not ask what type of previous teaching experience they had prior to obtaining an experience-based license.

Table 2

Teachers without prior teaching experience: How many years of teaching experience do you have with an experience-based license?

Answer	Response	%
1-2 years	3	25%
3-5 years	5	42%
5-8 years	4	33%
Total	12	100%

Question 4 asked "How many years of teaching experience do you have with an experience-based license?" The results of this question are split into two groups: those with previous teaching experience and those without previous teaching experience. Table 2 shows the results for those that do not have previous teaching experience. The table shows that 42% of

teachers without previous experience have been teaching for 3-5 years. Twenty-five percent

have between 1- and 2-years' experience and 33% have between 5- and 8-years' experience.

Table 3

Teachers with prior teaching experience: How many years of teaching experience do you

have with an experience-based license?

Answer	Response	%
1-2 years	2	12.5%
3-5 years	4	25%
5-8 years	10	62.5%
Total	16	100%

For those teachers who do have previous teaching experience Table 3 shows the results of

question 2 with 62.5% of respondents having teaching for 5-8 years with an experience-based

license. The second most response was 3-5 years with 25% followed by 1-2 years with 12.5%

Table 4

During your first year of teaching, were you given additional training that was designed to

help you become a better teacher?

No prior teaching experience			Prior teaching experience.		
Answer	Response	%	Answer	Response	%
Yes	9	75%	Yes	11	69%
No	3	25	No	5	31%
Total	12	100%	Total	16	100%

The 5th question asked, "During your first year of teaching, were you given additional

training that was designed to help you become a better teacher?" Table 4 shows the results split

up by teachers who do not have previous teaching experience and those who do. Of those teachers that did not have previous experience, 75% of them received additional training. Of the teachers who had previous experience, 69% of them stated that they received additional training.

Table 5

Teachers with no previous teaching experience: This additional training adequately prepared me for my first-year teaching.

Answers	Response	%
Strongly Agree	2	20%
Somewhat Agree	5	50%
Somewhat Disagree	0	0%
Strongly Disagree	3	30%
Did not have additional training	2(not counted in n)	N/A
Total	10	100%

The 6th question looked deeper at the additional training by asking teachers to respond to the statement: "This additional training adequately prepared me for my first-year teaching." As shown in Table 5, 20% of the experience-based licensed teachers with no previous teaching experience strongly agreed while 50% agreed that additional training aided in adequately preparing them for their first-year teaching. This question did not apply to 17% of the respondents, making this question not applicable to them. The mean response was 2.6 on a 4-point Likert scale while the standard deviation was 1.1

Table 6

Teachers with previous teaching experience: This additional training adequately prepared me for my first-year teaching.

Answer	Response	%
Strongly Agree	3	25%
Somewhat Agree	7	58%

Somewhat Disagree	2	17%
Strongly Disagree	0	0%
Did not have additional training	4(not counted in n)	N/A
Total	12	100%

Continuing with question 4 for those teachers who had previous teaching experience, Table 6 shows 25% of experience-based licensed teachers stated they strongly agreed and 58 % somewhat agreed that the additional training adequately prepared them for the first-year teaching. This question did not apply to 25% of the respondents as they did not receive additional training, making this question not applicable to them. The mean response was 3.1 on a 4-point Likert scale while the standard deviation was 0.6

Table 7

During your first year of teaching, was your mentor in a similar teaching position?

No prior teaching experience.			Prior teaching experience		
Answer	Response	%	Answer	Response	%
Yes	7	58%	Yes	10	71%
No	5	42%	No	4	29%
Did not have a mentor	0	N/A	Did not have a mentor	2(not counted in n)	N/A
Total	12	100%	Total	14	100%

Question 7 asked "During your first year of teaching, what your mentor in a similar teaching position?" As shown in Table 7, 58% of teachers who did not have prior teaching experience stated that their mentor was in a similar teaching position while 71% of teachers who had previous teaching experience had a mentor in a similar position. There were 2 respondents who have previous teaching experience that stated they did not have a mentor and were not counted as this question did not apply to them.

Table 8

Teachers with no prior teaching experience: During your first year of teaching, your mentor

adequately prepared you for teaching.

Answer	Response	%
Strongly Agree	5	42%
Somewhat Agree	4	33%
Somewhat Disagree	1	8%
Strongly Disagree	2	17%
Total	12	100%

Question 8 looked closer at how mentors helped by asking the respondents to respond to

the statement of: "During your first year of teaching, your mentor adequately prepared you for

teaching. Looking first at experience-based license teachers who did not have previous teaching

experience, Table 8 shows that 42% strongly agree and 33% somewhat agree that their mentor

helped prepare them for teaching. The mean for this question is 3 on a 4-point Likert scale with a

standard deviation of 1.2

Table 9

Teachers with prior teaching experience: During your first year of teaching, your mentor

adequately prepared you for teaching.

Answer	Response	%
Strongly Agree	3	22%
Somewhat Agree	9	64%
Somewhat Disagree	0	0%
Strongly Disagree	2	14%
Did not have a mentor	2(not counted in n)	N/A
Total	14	100%

For those experience-based licensed teachers who had previous teaching experience,

Table 9 states that 22% strongly agreed that their mentor adequately prepared them along with

64% somewhat agreeing. 2 of the respondents stated that they did not have a mentor and were

not counted as this question did not apply to them. The mean for Table 9 is 2.9 on a 4-point

Likert scale with a standard deviation of 0.9

Table 10

During your first-year teaching, were you given any extra training specifically for experience-

based license teachers?

No prior teaching experience			Prior teaching experience		
Answer	Response	%	Answer	Response	%
Yes	3	25%	Yes	3	19%
No	9	75%	No	13	81%
Total	12	100%	Total	16	100%

Next, in Question 9, the question asked: "During your first-year teaching, were you given

any extra training specifically for experience-based license teachers?" As shown in Table 10

only 25% of experience-based license teachers without previous teaching experience were given

extra specific training and 19% of those with previous experience. Looking at all 28 respondents,

78% of teachers with experience-based licenses were not given specific training.

Table 11

Teachers with no prior teacher experience: My school's new teacher programs (training,

mentoring or anything else) adequately prepared you for teaching.

Answer	Response	%
Strongly agree	2	16.6%
Somewhat agree	6	50%
Somewhat disagree	2	16.6%
Strongly disagree	2	16.6%
Total	12	100%

Question 10 asked the respondents to rank how they felt about the following statement: "My school's new teacher programs (training, mentoring, or anything else) adequately prepared you for teaching." Of those that responded without previous teaching experience, Table 11 shows 50% of them somewhat agreed that their school adequately prepared for teaching. 33.2% of the respondents disagreed or strongly disagreed that they were adequately prepared for teaching. The mean was 2.7 on a 4-point Likert scale with a standard deviation of 0.9.

Table 12

Teachers with prior teaching experience: My school's new teacher programs (training, mentoring or anything else) adequately prepared you for teaching.

Answer	Response	%
Strongly agree	3	20%
Somewhat agree	7	46.6%
Somewhat disagree	4	26.6%
Strongly agree	1	6.6%
I did not have new teacher training	1(not counted in n)	N/A
Total	15	100%

For those teachers who had previous experience, the responses for Question 8 are shown in Table 12. 46.6% of all the respondents somewhat agree and 20% strongly agreed that their school's programs adequately prepared them for teaching. One respondent stated that they did not have any new teaching training as was not counted as this question did not apply to them. The mean was 2.8 on a 4-point Likert scale with a standard deviation of 0.8

The final question that was asked on the survey was an open-ended question. The question is "Looking back at your first year of teaching, what could your school have done differently to better prepare you for your first year of teaching?" An open-ended question was

used at the end of the survey as a chance for the respondents to give a personal account of their first year and what could have been done to improve their success. The researcher completed a thematic analysis and for a few key themes that emerged.

The first theme is that teachers are stressed out which is evident from one respondent who said they were "overloaded with day-to-day activities." The second theme that emerged was that my school could have done more to help me. This theme can be seen with comments such as "No one was helpful. I was floundering." The final theme was that the school did everything that they could to aid the instructor. One teacher noted that their school "couldn't do much different." The full listing of responses to question 9 can be found in Appendix F.

Chapter V. Summary, Conclusions, and Recommendations

Very little research exists looking at different ways of mentoring teachers with alternative types of licensing. Specifically, Wisconsin has very little research in how to train or mentor new teachers with an experience-based license as the program has only been in place since 2015 (University of Wisconsin - Stout, 2021).

Summary of the Research Findings

The purpose of the study was to explore the different aspects of mentoring and training experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. A qualitative study was designed and completed to explore the effectiveness of mentoring and training on new teachers with an experience-based license. The research shows a distinct pattern of teachers who have been mentored or were given additional training and an increase of teachers feeling like they were more successful and prepared for teaching. There are also three distinct themes found within the answers to question 11 which was open-ended and allowed for the respondents to answer how they felt the new teacher training and mentoring was for them. These themes are that the teachers are stressed out, my school did everything that they could.

Discussion of findings

The research findings are an important part of any research. The findings are a way to either prove or disprove the researchers' original questions. In this study the researcher's original questions asked if school mentoring and training was effective to new teachers with experience-based licenses. This research was designed and conducted with the attempt to answer the original three research questions from chapter one.

The first research question asked how effective are new teacher mentoring programs to teachers with experience-based licenses? The information represented from Table 8 and Table 9 show that yes new teacher mentoring programs are effective. Seventy-five percent of teachers without previous teaching experience and 88% of teachers with previous teaching experience agree that their mentor helped prepare them for teaching. These results show that new teaching mentoring is effective at preparing new teachers with experience-based licenses for teaching.

The second research question asked what effect do the new teacher mentoring programs have on the personal success of experience-based licensed teachers? This question was analyzed by looking at whether or not an educator continued in the teaching profession. Experience-based licenses are obtained through having experience in the field. If a new teacher was not successful in education, they could leave and go back into the field they came from. Table 2 and Table 3 results show that some of the respondents had personal success. Exactly 50% of all respondents have been a teacher with an experience-based license for at least 5 years and another 32% have between 3 and 5 years of experience. This means that 82% of the respondents have had some personal success in education and indicates that new teaching mentoring is effective.

The final research question that was asked was are new teacher training programs in Wisconsin effective for teachers with experience-based licenses? First looking at teachers without prior teaching experience, Table 5 shows 70% of teachers felt the additional training helped them positively prepare for teaching. Additionally, Table 6 shows that 83% of teachers with prior teaching experience felt this training helped prepare them.

There are three themes that showed up in the answers to question 11 that were also evident in the results. The first theme is that teachers are stressed out. 7 of the responses to question 11 stated directly or indirectly that the new teacher or their mentor were stressed out

and this directly impacted the effectiveness of the new teacher. Several of the respondents stated that their mentor either never checked on them or they were stressed when they did check on them. Stressed-out teachers cannot be effective in the classroom or as a mentor.

The next theme that was evident was that the school could have done more to help the new teacher. 12 respondents stated that they wished the school either did more to help them or provide them with support. This can be seen in Table 5 where 30% of teachers without prior experience stated that they strongly disagreed that the new teacher training helped prepare them for teaching. One teacher even stated, "No one was helpful, I was floundering".

The last theme was that the school did everything that they could. Seven of the respondents stated that they felt that their school did everything they could do to help the teacher in the first year. One teacher stated, "I really don't there was too much more they could have done." This theme can also be seen in Table 11 and Table 12 with 66% of respondents saying all the new teacher programs prepared them for teaching.

Limitations and Delimitations

There are several limitations and delimitations in the research that is shown in the results. Several of the limitations were mentioned earlier and were apparent in the results as well. The time limitation was apparent with a survey email being sent back with a lengthy out of office reply. This respondent was going to be unavailable for several months. This person could not take the survey.

Another limitation was the email listing not being updated. This was shown when sending out the survey via email and getting 3 emails rejected because they are not employed

with the listed district anymore. It is possible that there are others that did not respond that are in the same position, but the emails were not rejected.

In an effort to maintain an anonymous survey, no information that could link a response to a respondent was collected. This delimitation did not allow for factors such as size of school district or type of department or if the school was urban or rural. Another delimitation is the personal information of the respondents in things like age, gender, or race. These delimitations could potentially have added a piece of information that showed a pattern in the results.

Implications of Findings

The findings of the research show that there are positive results stemming from current mentoring and training practices. At a minimum the current training and mentoring programs that schools are doing should continue and continue to improve internally. The results also show that while the current programs are working there is still a percentage of teachers who are unhappy with the training and mentoring that they received. The limitations and delimitations of the study as well as the lack of conclusive results clearly show that more research needs to be done.

Conclusion

The purpose of the study was to explore the different aspects of mentoring and training experienced-based licensed teachers using the methods of mentoring and training non-experience-based teachers. The research attempted to answer several research questions related to new teacher mentoring and training teachers who hold a Wisconsin experience-based license. The research was able to answer all of the research questions and show that current mentoring an

training practices of traditional teachers are effective for teachers who hold an experience-based license.

This research was done in an attempt to better the mentoring and training process of Wisconsin experience-based licensed teachers. These teachers come from non-teaching backgrounds directly into the classroom with very little formal education training. Teachers with an experience-based license typically are industry experts but beginners in the classroom. The training and mentoring that the researcher received was a large reason why this research was done.

The research conducted by the researcher was limited by a smaller sample size and slightly more than 50% response. A larger survey return was expected to have a larger data set to review. Even though the data set was smaller, the results did have conclusive results. The resulting data showed that new teacher mentoring programs and new teacher training are effective at preparing experience-based licensed teachers for the first year of teaching.

Recommendations

It is recommended that more research is done on this topic. Experience-based licensed teachers are a growing segment of Wisconsin educators. The initial open records information from the Department of Public Instruction showed Wisconsin has over 1000 teachers who currently hold an experience-based license. There are several recommended avenues for future research.

The first recommended research that could be done would be a similar anonymous survey that included a wider scope of people. Of the 1000 experience-based licensed teachers only 48 of them are located in the CESA 7 district. A survey looking at a different CESA district or several

districts could provide more data showing possible trends or patterns in the effectiveness of mentoring or new teacher training. A wider survey that is still anonymous would provide results that are reliable. Without surveying personally identifiable information, the respondents could remain anonymous and more likely to be open and honest about the mentoring and training process that they went through.

The next recommended future research would be less anonymous than the current research. By including information such as the size of the school district different patterns could emerge. This research could show the differences between large and small school districts in how mentoring and new teacher training occurs. It is not currently known if a larger school district could have more funding to implement a better training program. It is also not known if a smaller school district can provide a more personal and effective mentoring program.

The final recommendation for future research would be to include more personally identifiable information such as age and gender. Future research could show that younger teachers with a mentor are more effective than formal training. It could also show that men or women find formal training to be more effective than mentoring. Comparing the mentor's age to the teacher's age could also be a factor in how the training is received to be effective. All the data could be compiled to show the different results achieved through this survey.

References

Advance CTE. (2016). *The State of Career Technical Education: Increasing Access to Industry Experts in High Schools*. Careertech.org. https://cte.careertech.org/sites/default/files/files/resources/State_of_CTE_Industry_Experts_2016_0.pdf

Alvarado, V. (2023, July 6). *Analysis of national data illustrates CTE teacher shortages*. CTEPolicy Watch. https://ctepolicywatch.acteonline.org/2023/07/analysis-of-national-data-illustrates-cte-teacher-shortages.html

Association for Talent Development. (n.d.) *What is mentoring?* https://www.td.org/talent-development-glossary-terms/what-is-mentoring

Berk, R. A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T. P. (2005, January). Measuring the Effectiveness of Faculty Mentoring Relationships. *Academic Medicine*, *80*(1), 66–71. https://doi.org/10.1097/00001888-200501000-00017

Blevins, R. M. (2016). Analysis of new teacher mentoring programs with regard to new CTE teachers. *Unpublished doctoral dissertation, Carson-Newman University*.

Briggs, J. E. (2008). *Perceptions of Career and Technical Education Teachers about Teacher Mentoring and Teacher Retention* [Doctoral dissertation, Ohio State University]. OhioLINK. http://rave.ohiolink.edu/etdc/view?acc_num=osu1218574016

Bremer, & Ruhland. (2002). *Alternative Teacher Certification Procedures and Professional Development Opportunities for Career and Technical Education Teachers*. National

Dissemination Center for Career and Technical Education, Columbus, OH.

https://eric.ed.gov/?id=ED472438

Cambridge dictionary. (n.d.) *Mentor*.

https://dictionary.cambridge.org/us/dictionary/english/mentor

Cantalupo, G. (2022, May 19). *Does Mentoring Still Matter For Fortune 500 Companies?*

Forbes. https://www.forbes.com/sites/forbescommunicationscouncil/2022/05/19/does-

mentoring-still-matter-for-fortune-500-companies/?sh=5a967f7e5d8c

Creative Research Systems. (n.d.). *Sample size calculator - confidence level, confidence interval,*

sample size, population size, relevant population. https://surveysystem.com/sscalc.htm

Edwards-Groves, C. J. (2014). Learning Teaching Practices: The Role of Critical Mentoring

Conversations in Teacher Education. *Journal of Education and Training Studies*, *2*(2).

https://doi.org/10.11114/jets.v2i2.343

Gholam, A. (2018). A Mentoring Experience: From the Perspective of a Novice Teacher.

International Journal of Progressive Education, *14*(2), 1–12.

https://doi.org/10.29329/ijpe.2018.139.1

Pedagogy4Change (n.d.) *Great pedagogical thinkers: John Dewey*.

https://www.pedagogy4change.org/john-dewey/

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning

teachers: What we know and what we don't. *Teaching and Teacher Education*, *25*(1),

207–216. https://doi.org/10.1016/j.tate.2008.09.001

Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for

    Beginning Teachers. *Review of Educational Research*, *81*(2), 201–233.

    https://doi.org/10.3102/0034654311403323

Inzer, L. D. & Crawford, C. (2005). A Review of Formal and Informal Mentoring: Processes,

    Problems, and Design. *Journal of Leadership Education*, *4,*31-50.

    https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=dcde6d9bf6c77ab069

    5e12c9c55601f21a8cd49f#page=35

Jones, J., & Smith, H. A. (2022). A comparative study of formal coaching and mentoring

    programmes in higher education. *International Journal of Mentoring and Coaching in*

    Education, *11*(2), 213–231. https://doi.org/10.1108/ijmce-03-2021-0054

Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: a dynamic, holistic approach to

    management learning, education and development. *The SAGE handbook of management*

    learning, education and development (pp. 42-68). Sage Publications Ltd.

    https://doi.org/10.4135/9780857021038

Lambeth, J. M., Joerger, R. M., & Elliot, J. (2018). Merits of Creating a Revised CTE National

    Research Agenda for 2020. *Journal of Research in Technical Careers*, *2*(1), 1.

    https://doi.org/10.9741/2578-2118.1035

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for

    data analysis triangulation. *School Psychology Quarterly*, *22*(4), 557–584.

    https://doi.org/10.1037/1045-3830.22.4.557

Lewis, L. H., & Williams, C. J. (1994). Experiential learning: Past and present. *New Directions for Adult and Continuing Education*, *1994*(62), 5–16. https://doi.org/10.1002/ace.36719946203

Lukins. (n.d.). *4 Reasons Why You Should Care If Your Professor Is an Industry Professional*. Top Universities. https://www.topuniversities.com/student-info/careers-advice/4-reasons-why-you-should-care-if-your-professor-industry-professional

Mordan. (2012). Retention and professional mentoring of beginning career and technical education teachers. *The Pennsylvania State University*. https://www.proquest.com/docview/1348165665

Oregon State University (2012) What is the institutional review board (IRB)? https://research.oregonstate.edu/irb/what-institutional-review-board-irb

Patino, C. M., & Ferreira, J. C. (2018). Internal and external validity: can you apply research study results to your patients? *Jornal Brasileiro De Pneumologia*, *44*(3), 183–183. https://doi.org/10.1590/s1806-37562018000000164

Raymond, L., Flack. J., & Burrows, P. (2016, February). *A reflective guide to mentoring and being a mentor-teacher*. https://www.education.vic.gov.au/Documents/school/teachers/profdev/Reflectiveguideto mentoringschools.pdf

Ruben, G. (2009). Improving mentoring for beginning alternatively certified Teachers: Is functional feedback a viable means? *Journal of the National Association for Alternative Certification*, *4*(2), 1-17. https://files.eric.ed.gov/fulltext/EJ1053502.pdf

Rockoff, J. E. (2008). Does Mentoring Reduce Turnover and Improve Skills of New Employees?
Evidence from Teachers in New York City. *NBER Working Paper Series*, 13868-.
https://doi.org/10.3386/w13868

Salaria, N. (2012). Meaning of the Term- Descriptive Survey Research Method. *International
Journal of Transformations in Business Management*, *2*(2).
https://ijtbm.com/admin/upload/Apr_2012_NEERU%20SALARIA%202.pdf

Schultz, J. (2022, February 2). *What is career & technical education (CTE)?* iCEV
https://www.aeseducation.com/blog/career-technical-education-cte

Seibert, S. (1999). The effectiveness of facilitated mentoring: A longitudinal quasi-experiment.
Journal of Vocational Behavior, *54*(3), 483–502. https://doi.org/10.1006/jvbe.1998.1676

Stephens, G. E. (2015). Uncertified and teaching: Industry professionals in career and technical
education classrooms. *International Journal for Research in Vocational Education and
Training*, *2*(2), 119–135. https://doi.org/10.13152/ijrvet.2.2.4

Underwood, J. (2019, February 25). *The legal balancing act over public school curriculum*.
kappanonline.org. Retrieved December 6, 2023, from https://kappanonline.org/legal-
balancing-act-public-school-curriculum-underwood/

University of Wisconsin-Stout. (2021, February 18). *Center partners with school districts to
prepare career, tech ed educators for Wisconsin teaching license*.
https://www.uwstout.edu/about-us/news-center/center-partners-school-districts-prepare-
career-tech-ed-educators-wisconsin-teaching-license

Wisconsin Department of Public Instruction. *Application Directions for Initial Experience-based Technical and Vocation Education Subjects Teacher License*. https://dpi.wi.gov/licensing/apply-educator-license/other/experience-based-tech-voc

Wisconsin Department of Public Instruction. *School District Support License Pathways*. Wisconsin Department of Public Instruction. https://dpi.wi.gov/licensing/pathways-licensure/district-support-pathways

Wisconsin Department of Public Instruction. *pi-1623*. Wisconsin Department of Public Instruction. https://dpi.wi.gov/sites/default/files/imce/licensing/f1623.pdf

Wisconsin Department of Public Instruction. *Frequently Asked Questions - Experience-Based Technical/Vocational Licensure*. Retrieved 2020, January 9 from https://dpi.wi.gov/licensing/tech-vocational-faqs

YourDictionary. (n.d.) Qualitative. https://www.yourdictionary.com/qualitativ*e*

Appendix A

Survey Questions

Q1 - By completing the following survey, I am indicating that I agree to participate in this study and understand that I may stop my participation or withdraw my consent at any time during active participation.

    A. I understand

Q2 - Do you currently hold a Wisconsin experience-based license, either initial or professional?

    A. Yes
    B. No

Q3 - Do you have prior teaching experience?

    A. Yes
    B. No

Q4 - How many years of teaching experience do you have in K-12 with an experienced-based license?

    A. 1-2 years
    B. 3-5 years
    C. 5-8 years

Q5 - During your first year of teaching, were you given additional training that was designed to help you become a better teacher?

    A. Yes
    B. No

Q6 - This additional training adequately prepared me for my first year teaching.

    A. Strongly Agree
    B. Somewhat Agree
    C. Somewhat Disagree
    D. Strongly Disagree

Q7 - During your first year of teaching, was your mentor in a similar teaching position? (You and your mentor both CTE teachers)

    A. Yes
    B. No

Q8 - During your first year of teaching, your mentor adequately prepared you for teaching.

    A. Strongly Agree
    B. Somewhat Agree
    C. Somewhat Disagree

D. Strongly Disagree

Q9 - During your first year teaching, were you given any extra training specifically for experience-based licensed teachers?

A. Yes
B. No

Q10 - My school's new teacher programs (training, mentoring or anything else) adequately prepared you for teaching.

A. Strongly Agree
B. Somewhat Agree
C. Somewhat Disagree
D. Strongly Disagree

Q11 – Looking back at your first year of teaching, what could your school have done differently to better prepare you for your first year of teaching?

A. _____

Appendix B

IRB Approval

INSTITUTIONAL REVIEW BOARD
Office of Research and Sponsored Programs
Robert S. Swanson Learning Center #201
715-232-4042
irb@uwstout.edu

Date: November 2, 2023

PI: Christopher Maki

Department: ENGINEERING & TECHNOLOGY, GRADUATE STUDENT

Re: Initial - IRB-FY2024-65

An Analysis of the Mentoring of First-Year, Experienced-Based Licensed Teachers in the CESA 7 District of Wisconsin.

Dear Christopher Maki,

In accordance with Federal regulations, your project, *An Analysis of the Mentoring of First-Year, Experienced-Based Licensed Teachers in the CESA 7 District of Wisconsin.* , was reviewed by a member of the University of Wisconsin - Stout Institutional Review Board and was determined to be **Exempt** from full review under the below Categories in accordance with Federal Policy for the Protection of Human Subjects (45 CFR 46).

Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

You project is hereby approved and deemed exempt from further IRB review for 5 years from November 2, 2023. If a renewal of this approval is needed, it is to be submitted at least 10

working days prior to the expiration date.

Responsibilities for Principal Investigators of UW-Stout IRB-approved research:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All protocol modifications must be approved prior to implementation unless they are intended to reduce risk.
4. All protocol deviations must be reported to the IRB.
5. All recruitment materials and methods must be approved by the IRB prior to being used.
6. Research which involves financial compensation to participants must follow appropriate UW-Stout payment procedures.
7. Consent forms must adhere to UW-Stout IRB standards and indicate that the research has been approved by the UW-Stout IRB as required by federal regulations (see UW-Stout IRB consent form templates for more details).
8. Researchers conducting human subjects' research under an approved exempt category are still ethically bound to follow the basic ethical principles of the Belmont Report, as reflected in the practice of obtaining informed consent from participants and adherence to IRB approved methods.
9. Any modifications to the approved study must be submitted for review through Cayuse IRB. All approval letters and study documents are located within the Study Details in Cayuse IRB.

Thank you for your cooperation with the IRB and best wishes with your project. If you have questions, please contact the IRB office at irb@uwstout.edu or by phone 715-232-4042, and your question will be directed to the appropriate person.

Sincerely,

Michael Mensink, Ph.D.; IRB Chair
University of Wisconsin-Stout Institutional Review Board

Appendix C

IRB Consent Form

UNIVERSITY OF WISCONSIN
STOUT
WISCONSIN'S POLYTECHNIC UNIVERSITY

Informed Consent for Research Participation

Study Title:	An Analysis of the Mentoring of First-Year, Experienced-Based Licensed Teachers in the CESA 7 District of Wisconsin.

Researcher Names	Department	Contact Information
Christopher Maki	Student	Makic0242@my.uwstout.edu

Faculty Advisor	Department	Contact Information
Kevin Dietschek	Engineering & Technology	dietschek@uwstout.edu

Overview of the Research Study

Participation invitation:	You are invited to participate in the research study described below. Your participation is entirely voluntary, and you may stop your participation or withdraw from the study at any time and for any reason. If you choose to not participate or to stop your participation, there will be no negative consequences to you. Your decision to participate or not in this study will not change your relationship with the researchers or the University of Wisconsin-Stout.
Who can participate in this study:	Teachers in CESA 7 who currently hold an Experience-based license.
Study description:	This study looks at the effectiveness of new teacher mentoring for teachers who hold an experienced-based license
What you will be asked to do:	Participants will be asked to rate how they felt the new teacher training was in preparing them to teach their first year.
Time commitment:	This survey should take less than 5 minutes.
Participation risks:	The researcher does not believe this study will cause you any discomfort or other risk beyond what you would normally experience in your daily life.
What will be done to minimize your participation risks:	This study has been set up to be completely anonymous to minimize any risks. Participants have been preselected to only include teachers with experience-based licenses.

UNIVERSITY OF WISCONSIN
STOUT
WISCONSIN'S POLYTECHNIC UNIVERSITY

Participation benefits:	There will be no tangible benefits to participating in the study.

Confidentiality and Data Protection

Who will have access to your data:	The researcher will have anonymous results. No personal or identifiable information will be gathered.
Data protection and future use:	Data will be used for the completion of the research only. No future use will be used.

Protection of Human Research Subjects

If you have questions about this study, please contact:	Christopher Maki – Makic0242@my.uwstout.edu Kevin Dietsche – dietschek@uwstout.edu
If you have concerns about this study or your rights as a participant, please contact:	Institutional Review Board Chair University of Wisconsin-Stout Robert S. Swanson Learning Center #207 715-232-4042 irb@uwstout.edu
Your right to withdraw:	Your participation in this study is entirely voluntary. You may choose not to participate or to stop the study or survey without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there may be no way to identify your data after it has been submitted. If you are participating in an anonymous survey, once you submit your responses, the data cannot be linked to you and cannot be withdrawn.
UW-Stout IRB approval statement:	This study has been reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations for human subjects research as required by federal law and UW-Stout policies.

Implied Consent Statement

By completing the following survey, I am indicating that I agree to participate in this study and understand that I may stop my participation or withdraw my consent at any time during active participation.

Appendix D

Email Survey Letter

Hello, my name is Chris Maki, and I am completing my master's degree in Career and

Technical Education from UW-Stout. As part of my thesis, I am conducting research on

new teacher mentoring effectiveness for teachers in Wisconsin's CESA 7 district who hold

an Experience-Based License. I got your email from an open records request from the

Department of Public Instruction as a teacher with an Experience-Based License. I am

asking for your help in completing this short survey. The survey should take less than 10

minutes to complete. This is an anonymous survey with no personally identifying

information being collected. Your responses will not only help my research but could help

future mentoring practices for other new teachers.

https://uwstout.qualtrics.com/jfe/form/SV_cAYdt7ooSBmCHj0

Thank you for your help.

Chris Maki

Appendix E

Survey Results

Q1 - By completing the following survey, I am indicating that I agree to participate in this study and understand that I may stop my participation or withdraw my consent at any time during active participation.

#	Answer	%	Count
1	I understand	100.00%	30
	Total	100%	30

Q2 - Do you currently hold a Wisconsin experience-based license, either initial or professional?

#	Answer	%	Count
1	Yes	100.00%	28
2	No	0.00%	0
	Total	100%	28

Q3 - Do you have prior teaching experience?

#	Answer	%	Count
1	Yes	57.14%	16
2	No	42.86%	12
	Total	100%	28

Q4 - How many years of teaching experience do you have in K-12 with an experienced-based license?

#	Answer	%	Count
1	1-2 years	17.86%	5
2	3-5 years	32.14%	9
3	5-8 years	50.00%	14
	Total	100%	28

Q5 - During your first year of teaching, were you given additional training that was designed to help you become a better teacher?

#	Answer	%	Count
1	Yes	71.43%	20
2	No	28.57%	8
	Total	100%	28

Q6 - This additional training adequately prepared me for my first-year teaching.

#	Answer	%	Count
1	Strongly disagree	10.71%	3
2	Somewhat disagree	7.14%	2
3	Somewhat agree	42.86%	12
4	Strongly agree	17.86%	5
5	I did not receive additional training	21.43%	6

Q7 - During your first year of teaching, was your mentor in a similar teaching position? (You and your mentor both CTE teachers)

#	Answer	%	Count

1	Yes	60.71%	17
2	No	32.14%	9
3	Did not have a mentor	7.14%	2
	Total	100%	28

Q8 - During your first year of teaching, your mentor adequately prepared you for teaching.

#	Answer	%	Count
1	Strongly disagree	14.29%	4
2	Somewhat disagree	3.57%	1
3	Somewhat agree	46.43%	13
4	Strongly agree	28.57%	8
5	I did not have a mentor	7.14%	2
	Total	100%	28

Q9 - During your first-year teaching, were you given any extra training specifically for experience-based licensed teachers?

#	Answer	%	Count
1	Yes	21.43%	6
2	No	78.57%	22
	Total	100%	28

Q10 - My school's new teacher programs (training, mentoring or anything else) adequately prepared you for teaching.

#	Answer	%	Count
1	Strongly disagree	10.71%	3
2	Somewhat disagree	21.43%	6
3	I did not have new teacher training	3.57%	1

4	Somewhat agree	46.43%	13
5	Strongly agree	17.86%	5
	Total	100%	28

Appendix F

Full results of question 11

Q11. Looking back at your first year of teaching, what could your school have done differently to better prepare you for your first year of teaching?

- My first year was during COVID. I had no help or training whatsoever. My mentor never checked in on me. I (by default) relied on another teacher that is the sweetest and kindest and offered to help with my middle school classes. I had no idea how to use any of the technology. We did not have new teacher meetings that first year--I asked to be a part of them the next year. I knew nothing about special education or the rules around that. I missed orientation because I started in October. No one was helpful. I was floundering.

- My school has recently revamped their new teacher mentorship program, but I think that most mentors come from a teaching background and also have a lot on their plates as well. With that in mind, I think it's hard to ask teachers to add an additional level of responsibility to their workload, because it's not always feasible to followthrough. I think my school did the best they could with what they had available, but I could tell my mentor was stressed by carrying her workload and also helping with mine

- I really don't think there was too much more they could have done. There is not a lot of training that can be provided to get you "comfortable" to teach in front of a bunch of students. Any new teacher has to earn the student's respect, and the bonding that you do with students cannot be taught, either.

- I think that having my mentor in the classroom with me monthly or once a quarter and also being able to observe them as frequently would have been invaluable. With experience based licensure we know our fields from the workforce but education

especially at younger ages is a different side of what we know so having that modeling and experience is invaluable.

- Help understanding the LMS, behavior policies, contacting specific people to navigate field trips, health, IEPs, etc.

- I probably would have benefited from being forced to observe other teachers and their classroom management strategies. I was encouraged to do this but got overloaded with day to day activities.

- Check in with me to see how I felt things were going. Truth be told, I was/am a veteran teacher and needed little guidance for a variety of reasons.

- Nothing, I went to them with questions. I had two mentors which helped. One general Fine arts teacher in my school and one in my field that was from the high school

- I have 11 years prior teaching experience with a Master's Degree in education, I simply switched subjects. So I was not trained as a first year teacher when I switched subjects and obtaied the experiential license.

- More of a new teacher onboarding class or seminar.

- Nothing - they did what they could. I was unprepared for the challenges of a 1st year teacher.

- Basic training in child psychology

- They couldn't do much different. They gave me an extra prep where I was able to watch my mentor teach. I also had an extremely valuable mentor. I don't think college would have prepared me to teach as well if I didn't have him mentor. I personally think technology education teachers should do an apprenticeship like a plumber or electrician does.

- The problem with my school is there was no one else who could teach me about my role as the teacher who taught in my school district retired. I had gotten mentor by a social studies teacher. I was one of three people interviewed and the only one who has a former teacher. I was a special education teacher but again I was not a teaching degree background. I went to school for Health and fitness. What they could do better prepared me was offer classes that would allow me to learn and know what I need to teach compare to trying to throw a bunch of random information at me about subjects that do not apply to me. I believe my school mentoring program is actually garbage and honestly should not waste 2 hours of my life to listen to our mentor "leader" tell us the same things every month. We meet monthly from 3:30 to 5:30 sometimes 5:45. I think a mentoring program needs to be more about how to change our subjects to fit our skills and knowledge about what we teach. There should be discussion about teaching techniques and how to handle the students with issues. I wish I had more time to learn and read about what I was teaching vs some big fancy teaching terms that means nothing to a person who never went to college for teaching. Use easy terms for people who do not want the higher level mentoring program. I spend all day teaching, the last thing I want to do is spend 2 more hours of my day trying to learn teaching terms.

- Had I known that I would have absolutely no curriculum material and books that were 20+ years old, I would have asked for summer pay to develop the curriculum. As it was, I had to design each class and it was 5 years before I had textbooks.

- My Teaching experience does not fit the mold of this survey. I started teaching in Physics and Math before I added the experience based teaching license for Tech Ed. I may cause an outlier in your study, but it may also be a relevant data point. I had been teaching for

several years before I received this license. I did not require a mentor or additional as I had teaching experience. I had been teaching Tech ed engineering courses prior to getting a tech ed license as my courses didn't necessarily require it.

- When entering a new teaching field, provide me with a mentor.

- I have a license in broad field social science and my experience based licenses are in business, marketing and technology. We are a small district, the challenge is always staffing. I am the only certified business teacher in district so I see very student. My mentor was a non CTE educator. I had learn the ropes of CTE educators from outside the district on my own and which came with my own maturity as an educator and not from mentor. As CTE educators we need develop a better support system for our Educators.

- I was enrolled in a MS in Tech Ed program at UW Stout and working under an emergency license in my first year of teaching.