

PROFESSIONAL DEVELOPMENT AND MENTORING IN SUPPORT OF TEACHER RETENTION

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ABSTRACT

The authors' discussion will describe how teacher retention is in jeopardy. Many novice teachers are ill-prepared to handle the rigorous school days and challenging students academically and behaviorally (Stansbury & Zimmerman, 2002). Novice teachers need guidance and support to ease tensions and stress levels which arise during teaching (Bolin, 2008). Common preparation periods and team teaching is an effective form of staff development (Lewis et al., 1999). Teamwork makes stronger teachers to help weaker teachers and produce improvements in teaching by sharing techniques and information. This has led to the need for staff developments that encourage mentoring to help teacher retention rates.

Keywords: Teacher Retention, Mentoring, Staff Development

INTRODUCTION

Education has undergone many reform transformations, such as changing from an environment of working alone to working as a team. The modern approach seeks to influence student and professional learning through teamwork (Fullan, 2003; Lambert, 2003; Schmoker, 2006). The evidence of cultural change lies between preparation and development of teachers (Birrell, Ostlund, Egan, & Young, 1998; Glaser, 2004; Schmoker, 2006). Patterson (2006) stated that education in the 21st century does not support teaching in isolation. Teachers entering the profession arrive with different professional experiences, interest, and skills. According to Patterson (2006), schools hire novice teachers with limited knowledge, but with a commitment to teaching and learning. Kent (2003) stated that many novice teachers have limited preparation or curriculum knowledge to teach in low-income schools. Novice teachers need continuing professional development from more seasoned faculty to provide support and feedback in order to grow as instructors and leaders in their schools and in the teaching profession. Professional developments can be an evolutionary process for teacher proficiency and community development when there is an expectation apart from the educational environment.

Background of Teacher Education and Development of Teachers

One of the greatest changes in teacher demand in public schools happened when Baby Boomers matriculated through schools in the 1960s and 1970s. The enrollment population of K-12 students grew to 46 million from 26 million between the 1950s and 1970s (Grissmer, 2004). The student population declined in 1985 to 39 million and rose again to 48 million in 2009. According to Grissmer (2004), the enrollment increase in the 1950s created a high need for teachers. High enrollment rates fueled the increase of college students entering the profession. High retirement rates and student enrollment growth in the 1960s resulted in lower classroom sizes (Grissmer, 2004).

The 1960s also characterized high rates of turnover caused by a proportionate number of novice teachers who considered quitting the profession (Grissmer & Kirby, 1991; Croasmun, Hampton, & Herrmann, 2000; Theobald & Michael, 2002). Grissmer (2004) explained declining enrollment in the 1970s and 1980s reduced teacher demand. The turnover decline in the early 1980s showed a transition of teachers in midcareer and left few novice teachers. This resulted in first time educators, aged 30 to 40. The teacher demand declined significantly in different regions like the south and west, which experienced

population growth. The east and north saw enrollment decline rapidly leading to lower teacher demand (Grissmer, 2004).

The growing need for teachers in the 1960s and 1970s increased teacher pay causing tighter competition among school districts. The country also experienced a boost of college students majoring in education who believed that a teaching degree would almost guarantee work (Grissmer, 2004). When the market for teachers decreased in the late 1970 and 1980s, salaries and education majors are declined. A higher need for teachers predicted salary increases and a rise in education majors. Grissmer (2004) stated that market size showed many causes different from the 1960s such as competitive job market and salaries. Bathen (2006) explained about both inexperienced and experienced teachers who became frustrated with their job duties and quit. The result is a declining pool of available teachers and higher turnover in districts with poorly performing schools.

Thirty-three percent of teachers entering public schools quit within three years. Higher rates exist in schools with low-achieving students (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2007). This prompted the lawmakers to use different strategies to keep quality teachers in the classroom and raise student achievement. The effects of turnover would be worse if those leaving were the more skilled in the classroom. Hoffman and Jorgenson (2003) stated No Child Left Behind [NCLB], which started an era where the foundation of the education system was liability and financial support. This milestone event marked the power of assessment in the country's educational system. NCLB offered transparency using student assessment in kindergarten through twelfth grade (Hoffman & Jorgenson, 2003).

According to Hoffman and Jorgenson (2003), NCLB standards demanded children through nationwide, despite ethnicity, income, or background, achieve lofty academic standards (Hoffman & Jorgenson, 2003). The law demanded accountability when children were not learning. Support must be available to under achieving schools. Hoffman and Jorgenson (2003) stated that the next logical step for a country previously dedicated to

superiority and equality in education was NCLB legislation. The tradition of change preceding No Child Left Behind [NCLB] ending in a chance to put legislative power behind was in place. Expectation of accountability is tied directly to funding. Nationwide Districts are accountable to ensuring all students achieve standards at grade level. NCLB reported data must explain each student's educational path and the value of service of each school.

Boyd, Grossman, Lankford, Loeb and Wyckoff (2007) suggested that beginning teachers benefit from improved pupil test scores, which allows for evaluating the effectiveness of instructors who remain in their first school, move to another district, or quit teaching. Eight percent of public school teachers in 2004 – 2005 transferred to other schools or districts and 8.4% left the profession based on turnover data gathered during the school year. Private schools, on the contrary, reported 5.9% of teachers transferred and 13% quit teaching as a career (Hord, 2008). Expanding professional learning will limit the feelings of isolation among novice teachers and create collaborative learning communities (Hord, 2008).

Johnson and Kardos (2002) stated that Michigan teachers must complete a post secondary education program and pass a certification test in a specialized area of study. Legislation passed in 2001 requires the teachers to meet mandated competencies. Michigan wants novice teachers to attend training for creating and caring classrooms and a culture of learning for students despite traditional educational training (Johnson & Kardos, 2002). Legislation in many states requires orientation seminars for new teachers. Many metropolitan school districts offer mentoring to new instructors as well.

Michigan requires novice educators to work with one or more master teachers and take part in staff training on classroom management and teaching methods (Michigan Department of Education, n.d.). DuFour, DuFour, Eaker and Many (2006) stated that mentoring programs provide a support structure by pairing novice teachers with seasoned professionals. Mentoring programs offer guidance in managing classroom routines and promoting successful teaching and learning experiences (DuFour et al., 2006). Stansberry and Zimmerman (2000) stated that

several studies which revealed guidance from experienced instructors can result in job approval and increased retention rates of new teachers. The results offered educational leaders to use staff training and development to improve teacher retention, quality, knowledge, and skills (Stansberry & Zimmerman, 2000).

Examining Teacher Retention

According to Lasagna (2009), retention is the ability to keep teachers in the classroom and lesson turnover. Turnover involves transferring between schools or districts and quitting the profession (Ingersoll, 2001). Both are problems of equal concern for school principals. Turnover for one principal could be a recruitment advantage for another principal. Both teacher's transfer and turnover are costly. Taxpayers lose nearly \$2.2 billion yearly to teacher migration and \$2.7 billion yearly to teacher turnover (Alliance for Excellent Education, 2005).

Lasagna (2009) stated that retaining ineffective teachers should be discouraged, but keeping effective teachers will serve all stakeholders well. With greater needs where teacher turnover is higher, increasing retention is critical. Tracking teacher movement between schools, districts, and in and out of the profession is a good first step in developing effective strategies for improving retention. The National Center for Education Information (NCEI) (2005) explained that schools with low funding have difficulty in keeping teachers. Lower resources and salaries force many teachers to transfer to higher paying districts or quit teaching. The major problem for many public schools is the turnover with competent teachers. Social or monetary reasons can have the greatest influence (NCEI, 2005).

The growing demand for teachers reflected the increasing demand to replace teachers who leave (NCEI, 2005). Turnover causes negative influences inside and outside the classroom. The students feel the effects of teacher turnover the most. Most professional growth for teachers occurs in the classroom despite the preparation offered by teacher education programs. Integrating educational theory into practice in the classroom takes time. Inexperienced teachers entering the teaching profession leave students with an individual who has not mastered classroom management and teaching to different learners (The

National Center for Education Information, 2005).

Van Hover and Yeager (n.d.) stated that the teacher force sudden and dramatic changes when shifting from college preparation courses to novice educator. Research studies show that during their first year, new teachers face professional difficulties. Studies in education revealed obstacles which new teachers face include burdening workloads, undesirable classes, limited resources, and student behavior problems (Van Hover & Yeager, n.d.). Other issues include isolation, poor pay, high expectations from parents, inadequate support, unfamiliar practices and methods, and disparity between instructional expectations and classroom teaching (Van Hover & Yeager, n.d.).

Lessening the turnover rates take social, financial, and political commitment (National Center for Education Information, 2005). Increasing teacher salaries comparable to doctors, lawyers or politicians could change the social view of teaching as a high-level occupation. The National Center for Education Information (2005) stated that such change would also include reducing standardized testing. Such liability can influence instructional methods. Pressure associated with increasing test scores forces teachers to gear lessons for testing and not to improve or strengthen the student's critical thinking skills. Boyd, Grossman, Lankford, Loeb and Wyckoff (2007) stated that obstacles prolonged results in the removal of teachers employed at undesirable instructional levels. Low retention figures could reveal high numbers of teachers prompting inquiry on the need for other means of accountability.

According to Boyd, Grossman, Lankford, Loeb and Wyckoff (2007), conducting yearly teacher evaluations and intermittent observations is not always economical for school districts. Boyd et al. (2007) stated that yearly teacher evaluations would call for extra funding. Restructuring accountability measures is not cost-effective. Stafford, Stafford, and Stafford (2008) suggested that salary increases could be financially problematic. Increases in base pay means districts would invest more in teachers who leave and fail to see an investment return. Performance-based pay calls are using financial resources

of many districts. Stafford et al. (2008) explained that challenges exist to offset the teacher turnover. Teaching traditionally lacked the same social status as occupations like doctors, lawyers or engineers. The landscape of teaching has changed, but some of the same social opinions still exist. Stafford, Stafford, and Stafford (2008) stated that changing the opinion of instruction means subjecting the profession to scrutiny and transformation.

Boyd, Grossman, Lankford, Loeb and Wyckoff (2008) stated, that many school districts usually hire individuals who graduate from teacher education programs at a college or university, the most common path to teacher certification. Many urban districts experiencing such difficulty in recruiting certified teachers instead hire individuals without certification in math and science. Many noncertified teachers work at low-performing schools.

Boyd et al. (2008) also stated, that the laws supporting educational reforms require nationwide schools with hired trained and skilled classroom teachers. School districts consider novice teachers competent when gaining state certification and showing full grasp of the subject content taught by completing subject examinations or completing a major in undergraduate school in a certifiable subject area (Boyd et al. 2008). Experienced instructors can meet federal competency guidelines by finishing assessments on specific state mandated content. Boyd et al. (2008) stated that the guidelines for becoming a highly qualified teacher are rigorous and several states struggle to meet these guidelines

Lasagna (2009) stated, that limited supervision and training causes many beginning educators in at-risk schools to quit the profession. Other reasons include inadequate professional surroundings and a feeling of isolation (Coggshall, 2006). Such issues confronting novice teachers result in a sense of insecurity and a lack of empowered feeling (Darling-Hammond & Sykes, 2003). Changing the culture and providing training for beginning teachers promotes the development of high-quality educators and improved classroom instruction (Darling-Hammond & Sykes, 2003). There is still an imbalance within school districts in many states to increase the fair distribution of qualified and knowledgeable classroom teachers. Affluent

schools educating a few minorities unlike other schools, typically keep high levels of knowledgeable and experienced teachers (Clotfelter, Ladd, Vigdor, & Diaz, 2003).

According to Lasagna (2009), teachers choose to leave at-risk schools because they do not have expertise in teaching inner-city children, have concerns of functioning in poor environments, and the idea that students in urban environments do not perform well academically. School leaders can use several strategies to reduce fear and anxiety associated with these concerns (Lasagna, 2009). Teachers must feel comfort, power, safety and value when they report to work each day. Schools will face a challenge in the equal distribution of experienced teachers by improving retention (Lasagna, 2009).

A teacher's experience and skill strongly influences student learning, thus raising student's achievement (Rockoff, 2004). Minority and at-risk student achievement is influenced by the attitudes of teachers and his or her behaviors (French, Seidman, Allen, & Aber, 2000). Keeping effective, high-quality teachers in at-risk schools will positively add to that students' success. Hiring new teachers each year is costly to school districts. Breaux and Wong (2003) estimated that school districts can incur great cost in upwards of \$50,000 in finding one new teacher. When school districts save money, highly effective teachers remain employed (Breaux & Wong, 2003).

Professional Development and Mentoring

Teacher education and staff training programs are a new focus of American pedagogy (Loder, 2006). Teaching involves what happens inside the classroom. Teaching promotes learning development as a valuable resource to meet instruction goals (Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002). Every efficient form of pedagogy must be educational in some way.

Classroom instruction in different settings should be diverse (DuFour & Eaker, 2005). There are broad differences of views in the influence teachers must have over the curriculum. The practitioner must be skilled in selecting techniques to promote learning and achievement (DuFour & Eaker, 2005). DuFour and Eaker (2005) explained that pedagogy involves teaching methods and planning

allowing learning to provide opportunities to improve understanding, skills, attitudes and dispositions inside a certain collective and informational context (DuFour & Eaker, 2005). Pedagogy links the teacher and learner to the educational setting. This study aims to examine different methods applied by the most efficient pedagogues in student learning and achievement (DuFour & Eaker, 2005).

Teacher preparation programs and staff training are growth opportunities (DuFour & Eaker, 2005). Staff training and development shows significant influence when teachers remain in the classroom and work collaboratively in the school (Glaser, 2004). Many training formats such as professional academies and action research teams encourage collaborative networks and promote positive change for teaching techniques (Phillips, 2003). Loder (2006) stated that professional development develops teaching and learning in several ways. Training and development offers teachers new ideas and methods supported by sound theory and practice. Curriculum and instruction aims to motivate students, increase learning, and help students productively transfer new skills and content levels. Coaching and mentoring strengthens teacher productivity and behaviors wherever needed (Loder, 2006).

School administrators must communicate and share successful teaching methods among teachers, mainly to novice teachers. Professional learning is essential to improve the classroom setting and developing educators through collaborative teaching partnerships (Kutsyuruba, 2009). Michigan legislation wants first-year teachers, or those with fewer than three years experience to receive staff training and development in classroom management, and teaching delivery (Michigan Department of Education, 2004). School leaders must be responsible for designing and planning purposeful staff training to enrich a novice teacher's experience and improve student learning (Heller, 2004).

These mutual interactions occur in grade level or content level team meetings, workshops, lectures and scheduled training days during the school year. School districts need staff training and development to set up teamwork and training. School administrators, as a result must set aside

funds to provide continued teacher training. The 21st century opened the door for innovative ways to provide staff training and development and learning opportunities to teachers.

Rogers and Babinski (2002) noted that administrators face challenges in limiting teacher isolation and raising collaborative conversations. Novice teachers need to interact with experienced teachers to gain knowledge and become more comfortable in their new professional role (Lever, 2010). Collaboration among teachers has not always been the focal point of professional preparation or staff training and development (DuFour, 2005; Hess, 2006). Staff training and development provides an interactive forum of communication allowing novice teachers to team with experienced teachers. Parr and Ward (2006) noted that participants who worked cooperatively could develop ways of sharing to support teacher learning. School leaders must encourage participation in professional learning by helping new teachers recognize the value in teamwork and sharing resources (Parr & Ward, 2006).

Chen (2008) stated that the investments in training in K -12 public schools have grown significantly over the years. Training and development is becoming a useful tool to develop learning at all levels. Federal funding in 1998 gave \$2 billion to help state and local governments meet national goals for staff development and training (Chen, 2008). According to Stevenson (2005), educators in the state of Michigan adopted support instruction for teachers and students in K -12 school districts and local intermediate school districts. School leaders need to provide training for teachers and engage them in professional learning communities. The 2000 Quality Education Data Report claimed that 93% of teachers improved their skills through mentoring, 88% from training and development, and 87% from mentoring (Stevenson, 2004).

Types of Professional Development

Moir and Gless (2001) explained that many qualified teachers view their talent and ability as instinctive. Mentoring programs guarantee time and guidance to teachers to develop classroom instruction. Moir and Gless (2001) stated that successful orientation programs use

available resources to train mentors for their new roles. Mentors serve to promote awareness and understanding. According to Moir and Gless (2001) developing mentors has as much significance as preparing the beginning teachers they help. Mentors must receive more training on classroom observation, gathering achievement figures, and using data to improve instruction during the year. Mentors in learning communities create a shared vision for quality teaching by standardizing classroom evaluations, sharing and examining proof of their vocation (Moir & Gless, 2001).

Moir and Gless (2001) explained that a mentor receives intense instruction on teaching standards, developing lesson plans and evaluating student work during the first year of service. Moir and Gless (2001) stated that by the second year of the program, new topics involve advanced coaching skills, goals, and implementation plan and program evaluation. Knowledgeable mentors lead an energetic, self-motivating, and sustainable program. Forums on topics allow mentors to express concerns, and present an opportunity to allow leadership to evaluate their achievement and progress.

Training programs are effective through helpful criticism of the participant's ingenuity and knowledge. Programs offering support to participants and answers to their problems are more lasting during a long period (Moir & Gless, 2001). Stafford, Stafford and Stafford (2008) explained that successful training and development programs recognize mentoring as a job demanding high energy. Mentors should visit the classrooms of novice teachers at least two hours every week to evaluate their teaching methods and help with course development and classroom management.

Stafford et al. (2008) stated that many states lack the resources to create mentoring opportunities. Many school leaders wanting to add mentoring to existing programs face difficulties drafting major schedule adjustments. Stafford et al. (2008) suggested that mentors and novice teachers should teach similar content at similar grade levels. Similar subject matter and grade level offers periods for partnerships and mutual understandings. Stafford et al. (2008) cited that mentor work loads can vary depending

on his or her classroom duties. Full-time mentors should not help more than 15 novice teachers at one time. Part-time mentors will have difficulties stretching and managing their time (Stafford, Stafford & Stafford, 2008). A lack of weekly contact decreases a mentor's contribution significantly. Weekly mentor visits could offer the novice teacher needed support and encouragement to stay in the classroom (Stafford, Stafford & Stafford, 2008).

Mentoring and induction programs

Common preparation periods and team teaching is an effective form of staff development (Lewis et al., 1999). Teamwork allows stronger teachers to help weaker teachers and produce improvements in teaching by sharing techniques and information. Proper curriculum alignment can advance student learning (Lewis et al., 1999). Teachers can share various perspectives about a student by using teamwork philosophy. Lewis et al. (1999) stated that 42% of teachers in smaller districts with student enrollment fewer than 1,000 will unlikely use mutual time for planning opposed to 60% in larger districts with student enrollment exceeding 10,000. Team teaching and interdisciplinary teaching is uncommon in many urban districts and rural districts. Lewis (1999) stated that 42% of leadership in rural districts are cited carrying out the strategy, opposed to 60% and 62% of leadership in suburban and urban districts respectively. Multiple benefits arise from having a resolution process involving classroom teachers. According to Lewis (1999), setting up team teaching and interdisciplinary teaching results in fewer teachers leaving, improving the rapport between administrators and teachers and increasing the likelihood of practical decision-making.

The Alliance for Quality Teaching (2008) stated that supporting quality teaching includes fair and suitable teaching lessons, mentoring, specialized training, strong building leadership and collaborative decision-making. Teaching starts in preparation programs and continues through induction, continuing with professional development and teacher leadership (Alliance for Quality Teaching, 2008). The first three years of classroom instruction has a major impact on creating a strong workforce of teachers (Patterson, 2005). Mentoring, staff

training and development programs can improve instruction for all students.

Information exists about the essential parts of good induction, mentoring and, staff training (Alliance for Quality Teaching, 2008). Quality of staff training and development supports mentoring and induction programs. Best practices in professional development include concentrating on subject matter, classroom instruction, and aligning with goals on school improvement (Alliance for Quality Teaching, 2008). Staff training and development must include a strong focus on specific instruction on subject matter; aligning with goals about school improvement goals or materials on curriculum (Alliance for Quality Teaching, 2008).

The Alliance for Quality Teaching (2008) stated that districts must have specific goals for high quality teachers and for developing current staff. Policies must provide the framework for district administration and staff to build toward meeting the mission and goals of training. School districts should also develop practices to support district goals and raise efficiency (Alliance for Quality Teaching, 2008). The mission of many school districts involves educational achievement of all children in the district. Supporting teacher quality includes positive work environment, performance pay and providing mentors (Alliance for Quality Teaching 2008).

Teacher Leadership and Mentoring

The Alliance for Quality Teaching (2008) stated that school boards, superintendents, principals, and other stakeholders play different roles in school districts. They connect through the common goal of student achievement. Because teacher quality influences student achievement, all these groups have a role in supporting teacher quality. According to The Alliance for Quality Teaching (2008), school district leadership can help identify local laws and contracts influencing state and local policy. Local leaders have the power to change laws and local education policies through advocacy efforts. Collaborative leadership for all local education leaders is the means to positive results. The Alliance for Quality Teaching (2008) stated that parents, teachers, administrators, unions and other building leaders cooperatively can effect change. Collaboration and

understanding from an entire education community will strengthen the practices of hiring competent educators (The Alliance for Quality Teaching, 2008).

Moir (2003) stated that mentoring programs are from partnership between teachers and novice instructors informally. The model promotes new mentors getting the same treatment as new teachers, meaning they reach either success or failure, equipped with intuition and good intents to help them. According to Moir (2003), successful specialized training allows a mentor to use his or her skills to help support novice teacher growth in a complicated environment to provide instruction to students.

Training should present the same support to mentors to make an impact. Novice teachers, like novice mentors, need guidance, supervision, and the support of the entire education community. Skillful educators have innovative skills to transfer knowledge and insight. Moir (2003) explained that not all first-rate mentors are good teachers. This involves the mentor having knowledge of standards, curriculum, and student evaluation. Mentors must also display the aptitude to teach and train other adults.

Leadership and Job Satisfaction

Stansbury and Zimmerman (2000) stated that influencing novice teachers means school leaders must motivate through sharing values and understanding their ambitions and goals. Stansbury and Zimmerman (2000) recommended that school leaders should provide professional supports for novice teachers to manage personnel and emotional issues, such as learning new policies and procedures, completing new tasks, working through problems, and engaging in reflective practice. Good support improves the likelihood that teachers will stay with a school or district (Stansbury & Zimmerman, 2000).

Leadership behavior can influence a teacher's work performance and job satisfaction (Bolin, 2008). When educational leaders create strong professional networks to help novice teachers, they are more likely to stay focused and committed to doing the job. Teachers, who think they have no support or lifelines in the classroom, may quit in the middle or the end of the year (Smith & Ingersoll, 2004; Stansbury & Zimmerman, 2000). Novice teachers must learn to organize lesson plans, set up classroom routines,

uphold the school's mission and vision, and manage student behaviors that can be overpowering and stressful (Bolin, 2008).

Bolin (2008) stated that sharing resources helps novice teachers reach specific tasks and organizational goals. Novice teachers must avoid complacency and gain support during their early years of teaching. Bolin (2008) noted that strong leadership often reflects high percentages of job satisfaction among workers. Blended leadership styles can improve employee performance and effectiveness beyond original expectations, leader effectiveness viewed by employees and satisfaction with leadership (Bolin, 2008). Novice teachers need guidance and support to ease tensions and stress levels that arise during the early years of teaching (Bolin, 2008).

Recommendations.

Novice teachers need the support and experience of more seasoned teachers to grow in the field of education to help the districts yield higher attrition rates. Staff developments need to be more than a one time initiation opportunity, a constant evolutionary educational training experience. Highly qualified teachers will remain with the school systems if they feel they are supported and encouraged from their administrators and peers; staff developments can help retain new qualified teachers.

Conclusion

Research shows that novice teacher assignments are likely to involve the most challenging students and courses outside his or her certification or comfort areas (Brown, 2004). Many novice teachers are ill-prepared to handle the rigorous school day, challenging students, academically, and behaviorally (Stansbury & Zimmerman, 2002). Novice teachers who exit education in the first year is due to the lack of leadership support (Stansbury & Zimmerman, 2002; Inman & Marlow, 2004). Public schools employ a higher percentage of novice teachers, yet in the first five years or less, 40% leave the profession. Legislation requires novice educators to take part in training and mentoring programs.

Novice educators in Michigan with three years experience or less must team with a mentor such as a veteran educator, university instructor, or teacher retiree (Michigan Department of Education, 2004, Michigan Department of

Education, 2006). Novice teachers must have 15 days of staff training and development to provide opportunities for reflection and engage in conversation with colleagues to improve teaching methods, classroom management, and student learning (Heller, 2004; Hord, 2008). Mentoring and communication are the tools school leaders can use to help novice teachers set up professional relationships to limit feelings of isolation, get emotional support, and share resources (Hord, 2008).

Feng (2005) stated that boosting the number of novice teachers in the classroom will not reduce teacher shortages unless teachers remain in the classroom. Fewer than 10% of educators nationally left the teaching profession yearly since 1987. According to Feng (2005), only a quarter of teachers in public schools nationwide retired among those who left the profession, though almost half left for other occupations or careers. Lowering teacher turnover has significant implication on school funding. Feng (2005) stated that recruiting or hiring new teachers is a costly plan. Despite the extent of the turnover, little evidence supports influencing a teacher's decision for quitting. Inadequate proof supports student behavior and the size of classes as reasons for the educators to quit teaching (Feng, 2005).

Grissmer (2004) stated that teacher demand was a major issue in the 1960s and 1970s, and student enrollment drove teacher demand. Dealing with teacher shortages offered many complications. The rising need for teachers relates to increasing turnover rates. More significant is addressing the increase in teacher demand. According to Grissmer (2004), teacher demand often results in pre-retirement turnover, smaller class sizes, and expanding programs for prekindergarten. Grissmer (2004) stated that the solution is uncertain because of lower certification standards for teaching which alters teaching and learning settings with the main availability of jobs in disadvantaged locations.

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