School Librarian Interventions for New-Teacher Resilience: A CLASS II Field Study

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Abstract

School librarians occupy a unique position to offer supports for first-year teachers to build teachers' resilience, reduce their burnout, and ensure retention. Fifteen school librarians recruited twenty-six new teachers in their schools to form the treatment group. A comparison group of twenty-six new teachers were matched by initial scores on a resilience scale, by school level, and by Title I status of the school. The treatment group received interventions under the Continuum of Care model, which I developed. Following treatment, the comparison group and treatment group were surveyed for level of resilience, burnout, and retention. Quantitative data were analyzed using t-test, ANOVA, ANCOVA, and binary logistic regression. Interviews of school librarian-new teacher pairs revealed the lived experiences of participants. Those in the treatment group received significantly higher levels of mentoring and collaboration than did those in the comparison group. The effect of the interaction between the level of resilience of the treatment group and age was significant. Interviews show that school librarians and new teachers valued their relationship and voiced the effect of resilience, burnout, and retention. Reaching out to new teachers to bridge the gap between the library and classroom should be considered as best practice for school librarians.

Introduction

As a practicing school librarian, I frequently witnessed the struggles that new teachers experience in their first year of teaching. Having spent many years in the classroom myself, I empathized with the challenges that new teachers face as they negotiate the demands of students, parents, and administrators. In my training to be a school librarian, I had been taught to reach out to new teachers as collaborative partners. Thus, I agreed to formally mentor new teachers through the school district's induction program. When the opportunity arose, I volunteered to serve as lead teacher mentor. In this capacity I served as trainer to the mentors in my school, advised between five and fifteen new teachers annually, and supported the school's

administrators as well. Over the years, I confirmed that this special mentoring relationship between school librarian and new teacher sparked future collaborative opportunities. Through this anecdotal experience, I recognized that the skills of the school librarian and the resources housed in the school library were a powerful combination that could be targeted toward resilience-building support structures to counteract new teacher burnout. To that end, I developed a model of mentoring toward collaboration that could be tested in varied school environments (Soulen 2018).

Literature Review

The need for new teacher induction is growing (Ingersoll, Merrill, and Stuckey 2014). According to the National Center for Education Statistics, the total number of new teacher hires in the United States is projected to increase by 17 percent between 2015 and 2027 (Hussar and Bailey 2019). Many of these early-career teachers will struggle with the intensity of school life in contexts over which they have limited control (Johnson et al. 2016). New teacher attrition is a problem in schools as many new hires fall away from the field within the first five years of their careers.

New Teacher Retention

Attrition rates are high during the first years in the classroom (Ingersoll, Merrill, and Stuckey 2014; Raue and Gray 2015). National data from the Beginning Teacher Longitudinal Study, which tracked new teacher attrition over five years, show that among public school teachers beginning in school year 2007–2008, 10 percent did not teach in 2008–2009, 12 percent did not teach in 2009–2010, 15 percent did not teach in 2010–2011, and 17 percent did not teach in 2011–2012 (Gray and Taie 2015). David Perda (2013) reported five-year attrition rates ranging from 30 percent to nearly 57 percent, dependent on career stage at entry to the field. However, Thomas M. Smith and Richard M. Ingersoll linked participation in induction programs and reduced rates of turnover, noting that being part of an external network of teachers was a salient factor (2004).

School and community characteristics can impact attrition rates. Almost half of all public-school teacher turnover occurs in just one quarter of public schools (Ingersoll, Merrill, and Stuckey 2014). Teachers leave at greater rates from schools serving poor and minority students, as well as lower-performing schools (Hanushek, Kain, and Rivkin 2004; Kena et al. 2016; Raue and Gray 2015). High schools face higher attrition rates than schools at other levels, and urban schools have greater attrition rates than schools in other contexts (Goldring, Taie, and Riddles 2014; Ingersoll, Merrill, and Stuckey 2014).

Teacher burnout and attrition disrupt the learning environment, undermine the sense of community within a school, and have a negative impact on teacher quality and student achievement. One solution for mitigating the problem of teacher attrition is to provide interventions to increase teacher resilience (Arnup and Bowles 2016; Day and Gu 2014; Johnson, et al. 2016; Lantieri et al. 2011). Support from the school community can create conditions and practices within which new teachers thrive through relationships based on mutual trust, respect, and care (Johnson et al. 2016). As one possible support structure, mentoring and collaboration may strengthen new-teacher resilience, reduce burnout, and lead to increased retention (Beltman,

Mansfield, and Price 2011; Day and Gu 2014; Smith and Ingersoll 2004) during a teacher's first years in the profession.

Role of the School Librarian

The school librarian is uniquely positioned in the social ecology of the school, "within a framework for dynamic, exciting learning leadership" (AASL 2018, 3). Today's school librarian can expect to demonstrate leadership at the peer level by facilitating professional learning within a community of practice (AASL 2009; AASL 2018; Wenger 1998). The current national AASL Standards show that collaboration and leadership are embedded in the role of the school librarian as a partner who guides instructional design to integrate critical thinking, technology, and information skills (AASL 2018). Recent studies show that relying on a leadership framework (Everhart and Johnston 2016) through professional development of teachers (Reed 2018) enhances the role of the school librarian while collaborating with classroom teachers.

As part of this support structure, welcoming newly hired teachers as a professional gesture of collegial support is an important role played by the school librarian, opening doors to collaboration for effective teaching (Morris 2015; Soulen 2018; Soulen and Wine 2018). Established models of professional development to guide school librarians in collaborating with teachers can be found in the literature (Loertscher 2000; Montiel-Overall 2008, 2010). New teachers are often "desperate for help and ideas" (Andronik 2003, 45) and eager for instruction in using the school library for planning, teaching, learning, presenting, reading, and collaborating (Emery 2008; Freeman 2014). The role of the school librarian in supporting the development of new teachers should reflect attentive interactions that move along a continuum from simple coordination to an integrated curriculum (Montiel-Overall 2008, 2010), thus enriching the professional growth of both members of the pair through mentoring and collaboration.

AASL CLASS Initiative

For the field of school librarianship, the journey toward causal evidence of the impact of school librarians and school library programs has been stimulated by correlational research (Gaver 1963; Lance, Welborn, and Hamilton-Pennell 1993; Scholastic 2016; Soulen 2016). The *Common Guidelines for Education Research and Development* (IES 2013) "project a roadmap for building causal evidence for educational interventions" (Schultz-Jones et al. 2018, 19) by developing theories and models to be tested in small-scale exploratory studies. The establishment of the AASL CLASS research agenda (AASL 2014) and the demands of the 2015 Every Student Succeeds Act brought forward support for innovations developed by local leaders and educators, including evidence-based interventions (Schultz-Jones et al. 2018). Together, these two events have pushed the field toward experimental and quasi-experimental causal research designs (Pasquini and Schultz-Jones 2019). ESSA made more evident the need to create a foundation for causal research in school libraries and school librarianship by applying models from the field of medicine (Costa and Yakusheva 2016; Persson and Sahlin 2009) to school library research (Mardis et al. 2015).

The AASL CLASS II initiative provided funding for three field studies to investigate school-malleable factors and strategies that could be used by school librarians to influence K–12 student achievement (Mardis, Kimmel, and Pasquini 2018). Based on the synthesis of findings, the CLASS II researchers identified new and beginning teacher efficacy as one area of research (AASL 2017). As a result, I pitched my proposal to the South Spoon Public Schools

(pseudonym) Department of Assessment, Research and Accountability, who granted permission for this study based on a successful previous collaboration (Soulen and Wine 2018) and the provision of funding. AASL CLASS II selected my study to test my original model for school librarians mentoring new teachers and working toward collaboration with them. AASL CLASS II sponsored my field study by providing funding, mentoring, and support. Additionally, a representative of the district Department of Assessment, Research and Accountability, provided local assistance and oversight throughout the study. For my part, I was able to implement and test my model in authentic school settings using methodologies that approached causal explanation. This exploratory research study tested theory in a small field study to refine best practice and further a national agenda to demonstrate the positive influence of effective school librarians and quality school library programs (AASL 2014).

Framework

Theory of Resilience

The psychological theory of resilience provided the exterior structure surrounding my concept of mentoring toward collaboration. The Continuum of Care model that I developed for this field study provided the conceptual framework.

Situated in the field of positive psychology (Seligman and Csikszentmihalyi 2000), the theory of resilience is fundamentally about healing through "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress" or "'bouncing back from difficult experiences," and "involves behaviors, thoughts and actions that can be learned and developed in anyone" (APA 2017). Using this theory, Qing Gu and Christopher Day recognized teacher resilience as being necessary for effectiveness and acquirable through provision of relevant and practical protective factors such as staff collegiality, positive school leadership, professional learning, and collaborative partnerships (Day and Gu 2014; Gu and Day 2007, 2013).

Teacher resilience is influenced by the support and recognition of significant colleagues and is essential to teacher commitment to the profession (Beltman, Mansfield, and Price 2011; Day and Gu 2014; McCarthy, Pittaway, and Swabey 2016). Therefore, efforts to build, sustain, and renew teacher resilience should be promoted during the first year of teaching for the purpose of increasing the quality of teaching, increasing retention, and raising standards for learning and achievement (Day and Gu 2014).

Teachers new to the field may be better able to survive and thrive in their first years if they adapt well to work-related stressors (Beltman, Mansfield, and Price 2011; Johnson and Down 2013). Early-career teachers experience more satisfaction, display higher self-efficacy, and show greater retention when engaged in a collaborative relationship with experienced colleagues (Allensworth 2012; Johnson 2009). Mentoring can be a means of establishing partnerships that result in such collaboration. Rita Reinsel Soulen and Lois Diane Wine (2018) showed that school librarians can contribute to early-career teacher resilience, especially during the first days of school, by encouraging perseverance, providing nurturing support and empathy, and offering the library as a resource, especially for student research. This "pivotal role" of relationships is the sustenance new teachers need to promote resilience (Johnson et al. 2016).

Continuum of Care

The goal of this CLASS II Field Study was to develop and test an original model for best practice when working with new teachers as a special population in need of a specific standard of practice. The Continuum of Care model (see figure 1), which I developed for this study, provides targeted interventions grounded in the literature and is intended to build resilience in new teachers, reduce burnout, and, as a result, increase retention. Since I was the lead teacher mentor in my school, the district's induction program practices informed my thinking as I constructed the mentoring interventions for the Continuum of Care model. Each first-year teacher was assigned a mentor through the district, but the interventions presented in the Continuum of Care model (described further in the "Interventions" subsection) were constructed specifically around the role of the school librarian in the context of professional development to mentor and induct new teachers while developing collaborative relationships with them.

The model begins with the school librarian in a mentoring role, guiding the new teacher to build skills and confidence, moving gradually toward a collaborative partnership of professional parity. A measure of new-teacher resilience at the beginning and end of the four months of interventions was used to match the comparison group with the treatment group, and to track resilience of the treatment group over time. To allow for comparison of the treatment group to a matched sample, summative measures of resilience, mentoring and collaboration, burnout as the inverse of resilience (Beltman, Mansfield, and Price 2011; Howard and Johnson 2004), and retention were made.

The Continuum of Care model was implemented in three phases. In the first phase, I surveyed all first-year teachers in the district to collect demographic data and to establish initial levels of resilience; this was the Measure activity noted in figure 1.

The second phase consisted of the interventions for new teachers by school librarians; these interventions were implemented over a period of four months. The first two months were devoted to Engage and Empower activities (see figure 1): needs assessment and provision of identified needed resources to engage the new teacher, as well as mentoring and induction activities to foster a sense of empowerment in the new teachers. These activities moved from transactional to interactional, and from coordination to cooperation. I assigned a focus to each week, with prescriptive actions. For example, in one week of November, the librarians visited the teachers in their classrooms. Later in the month they contacted the teachers to schedule a student activity using library resources. In December the librarian-teacher pair celebrated by identifying a new-teacher success and communicated this to an administrator.

The third and fourth months were focused on building skills and relation (Partner and Co-Teach in figure 1), while also establishing the collegial professional relationship. These activities moved from reciprocal to interoperable, and from integrated instruction to integrated curriculum. For example, in January the librarian-teacher partnered to analyze student data to inform a co-taught lesson in February.

The third phase (figure 1 second set of Measure activities) consisted of a survey to measure level of mentoring/collaboration and summative measures of resilience, burnout, and retention. A subset of the teacher-librarian pairs in the treatment group were also interviewed as described in the "Data Collection" section.
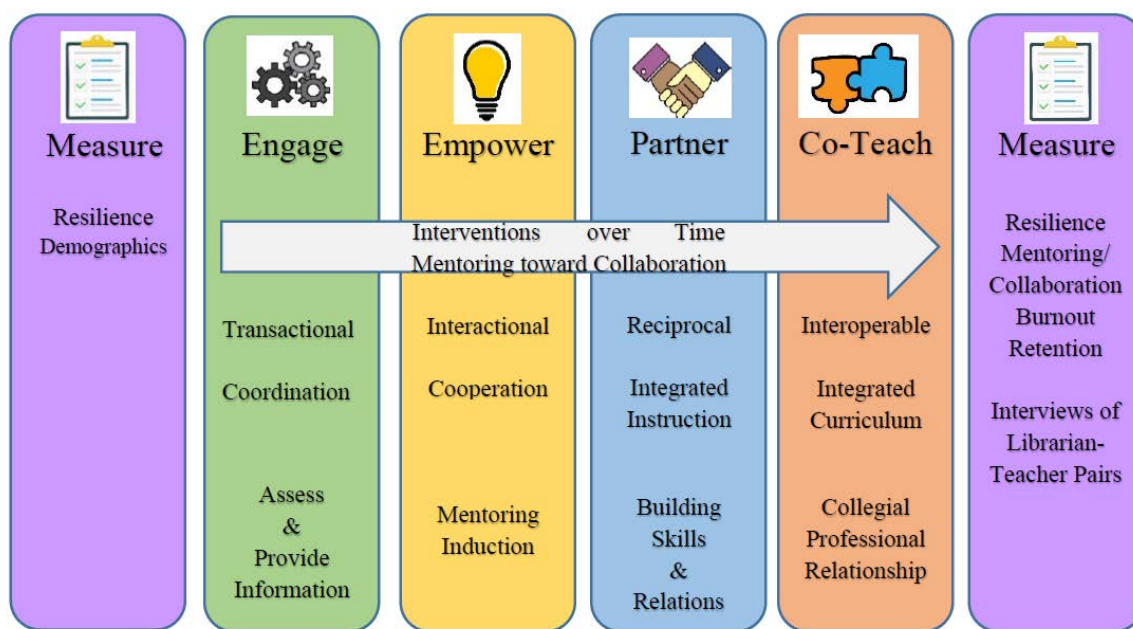
Figure 1. Continuum of Care model.

Research Questions

This report describes my research (Soulen 2018) exploring current school library practitioners' application of the Continuum of Care model for new teachers and specifically addresses the following research questions:

RQ1: To what extent do new teachers who receive standardized interventions from the school librarian differ in their scores on a resilience scale from October to March of a school year?

RQ2: To what extent do new teachers who receive standardized interventions from the school librarian differ in scores on a resilience scale in March of a school year as compared to new teachers not formally supported by the school librarian?

RQ3: To what extent do new teachers who receive standardized interventions from the school librarian differ in scores on a burnout inventory in March of a school year as compared to new teachers not formally supported by the school librarian?

RQ4: To what extent do new teachers who receive standardized interventions from the school librarian differ in their intent to return to their current teaching position as compared to new teachers not formally supported by the school librarian?

Methodology

Overview

For this quasi-experimental study, I used a pre-test/post-test design to explore differences in resilience of the treatment group over time, and differences in resilience, burnout, and retention of the treatment group compared to a matched comparison group (see figure 2). Use of treatment and matched comparison groups classifies this methodology as a design that approaches causal explanation, representing a moderate level of evidence due to the nonrandom assignment of participants to intervention or comparison groups (Schultz-Jones et al. 2018). This CLASS II Field Study was implemented over the course of one school year. Initial data collection took place in October 2017 and final data collection occurred in March and April 2018.
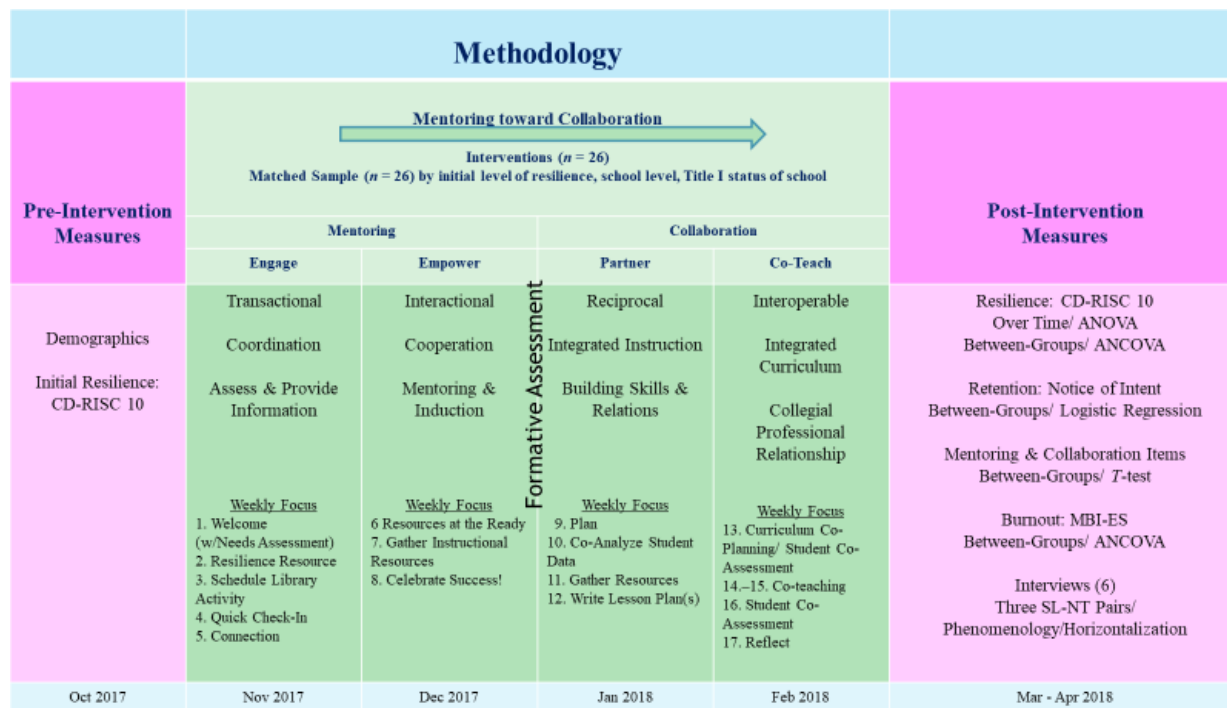

Figure 2. Overall methodology.

Participants

At the start of the school year, I recruited fifteen school librarians in one urban public school district to provide four months of interventions under the Continuum of Care model for new teachers for the purpose of increasing teachers' resilience and decreasing their burnout. I recruited these librarians through the district Office of Media Services by inviting volunteers, who were paid a stipend at the close of the study. All school librarians who served as interventionists were required to be full-time and certified according to state standards, and have at least three years of experience as either a school librarian or a teacher. All had teaching

experience, with 93 percent having six or more years in the classroom. All had experience as school librarians, with 73 percent having six or more years in the library.

Structured training and support of the mentors is an important building block of a successful mentoring program (Evertson and Smithey 2000; Lorenzetti and Powelson 2015). For this reason, in October 2017 I held a professional development session to train the school librarians as interventionists. In the session I reviewed the research questions, purpose of the study, and measures to be used to assess the characteristics of new teachers. We discussed the interventions and ideas for implementation. At the end of the meeting we discussed the "housekeeping" aspects of the study, and I was available to answer questions. I planned a second training for the school librarians that was cancelled due to winter weather.

Each week I sent an e-mail to the school librarians outlining the upcoming week's interventions. I also sent intermittent e-mails to manage "housekeeping" items, such as requests that the interventionists remind the new teachers to complete the measures, announcements of incentive winners, and communications to motivate the librarians to continue with the interventions. I also conversed with individual school librarians via telephone and in person to discuss how best to stay on track.

At the start of the school year, all new teachers in the district had attended an orientation program through the Office of Teacher Induction, headed by the Senior Coordinator of Professional Development. She, along with Human Resources staff, gave me the location and contact information for these first-year teachers. I then shared individual contacts with each school librarian, who recruited first-year teachers in their school. These new teachers who would be receiving interventions formed the treatment group ($n = 26$).

Data Collection

I collected data in two parts: first, in October 2017 before the interventions were applied, and again in March and April 2018 at the conclusion of the study. The initial October survey (see Appendix A) consisted of nine demographic questions and the Connor-Davidson Resilience Scale 10 (CD-RISC 10). I based the teacher characteristics demographic items on a similar study that had employed interventions for teacher resilience (Lantieri et al. 2011) and collected data for gender, age in ten-year increments, and ethnicity. I selected the CD-RISC 10 to measure stress-coping ability and change in response to intervention due to its combined psychometric rating (α = .85) and brevity (Connor and Davidson 2003; Windle, Bennett, and Noyes 2011). The main purpose of this first data collection was to match the treatment group to the comparison group. A secondary purpose was to establish baseline resilience levels so that resilience over time could be compared for the two groups.

Using the results of this survey, I selected a comparison group ($n = 26$) by matching to the treatment group based on initial resilience level, school level, and Title I status of the school. The demographic data further demonstrated that the comparison and treatment groups were similar at the start of the study (see Appendix B).

The March 2018 survey (see Appendix C) consisted of this same CD-RISC 10 survey to measure resilience levels, two items to establish level of mentoring and collaboration, the Maslach Burnout Inventory-Educators Survey (MBI-ES), and one intent-to-return item. The purpose of collecting the mentoring/collaboration score was to compare the treatment group to the comparison group as a check for fidelity to the model. The MBI-ES has been used in other studies of teacher resilience as a valid and reliable measure of emotional exhaustion (α = .90),

depersonalization (α = .76), and personal accomplishment (α = .76) (Beltman, Mansfield, and Price 2011; Goddard and O'Brien 2004; Klusmann et al. 2008; Lantieri et al. 2011; Maslach et al. 1996).

I adapted the district's notice of intent for this study to represent retention of the new teachers in the same position for the upcoming school year:

> Please select one of the following.
>
> o   I intend to continue my employment for the next school year.
>
> o   I do NOT intend to continue my employment for the next school year.

Throughout the study, I collaborated with the district's Senior Coordinator of Professional Development to encourage all new teachers in their first year under contract to complete the October and March survey instruments.

In April 2018 I conducted interviews of three randomly selected school librarian-new teacher pairs from the treatment group. I interviewed these participants separately to encourage trustworthiness of description, following a semi-structured interview protocol (see Appendix D) that was adapted to the perspective of the school librarian or new teacher. I sent out the voice recordings of each interview for verbatim transcription, then reviewed and organized the transcriptions into six digital files. Through these interviews, I attempted to understand the essence of each participant's experiences by providing rich description of the processes of building resilience and the collective experience of these study interventionists and participants in the phenomenological tradition.

Interventions

School librarians can make a difference in the working lives of new teachers under the Continuum of Care model described below by implementing interventions (see Appendix E) focused on mentoring toward collaboration. The Continuum of Care model is grounded in Patricia Montiel-Overall's Teacher and Librarian Collaboration model, which is based on David Loertscher's collaborative continuum of interactions (Dickinson 2006; Loertscher 2000; Montiel-Overall 2008). The Continuum of Care model "starts small and evolves" (Turner 2014, 199), building over time to develop both the school librarian-new teacher bond and the resilience of the new teacher. This partnership can be steered from a merely transactional relationship toward a truly interoperable sharing of roles. Librarians who provide interventions under the Continuum of Care model develop collaborative partnerships with the new teachers. These partnerships can be built on for years to come.

Mentoring

The Continuum of Care model outlines specific mentoring interventions for the first half of the four-month intervention period. In the first month of interventions, the school librarian initiates the relationship by engaging the new teacher. For example, one of the first interventions is a classroom visit with a needs assessment to connect this teacher to the resources available through the school library. The librarian also encourages student participation in library activities and shares teaching materials, books, and instructional technologies with the new teacher. Making connections and feeling successful are important to building resilience for new teachers. The school librarian also connects the new teacher to other contacts who can support the new

teacher's development, motivates the new teacher by sending a virtual e-card, and highlights classroom activities through in-house or local media.

In the second month, the school librarian empowers the new teacher through interventions to integrate library resources into daily instruction. For example, the school librarian and new teacher together determine relevant topics for classroom instruction, and the librarian uses this information to gather instructional resources for use in the classroom. To develop the social side of the mentoring relationship, the librarian plans a social event with the new teacher and encourages the new teacher to invite a colleague to the library. As positive acknowledgement, the librarian identifies an area of strength of the new teacher to share with a school administrator. This focused engagement and empowerment of the new teacher by the school librarian establishes the school librarian-new teacher pairing, inducts the new teacher into the library program, and sets the stage for future collaboration.

Collaboration

Having established the mentoring relationship, the focus of the interventions turns toward collaboration with the goal of creating a partnership of professional parity. The subsequent interventions focus on developing co-taught lessons using library resources to enhance content-area instruction. As an example, interventions intended to prepare for these lessons include the librarian and new teacher partnering to analyze student performance data and discussing ways in which the school librarian can teach students to locate, use, analyze, and produce information. The librarian and new teacher then collaboratively write the lesson plan(s) and discuss strategies to enhance their future co-teaching.

As the pinnacle of the interventions, during the final co-teaching phase the librarian and new teacher together implement the co-taught collaborative lesson(s), finally establishing their roles as equal partners. As examples of interventions for follow up, the librarian and new teacher assess the students' work, reflect on their successes and challenges as educators, and celebrate their mentoring toward collaboration partnership by sharing their experience with peers.

Data Analysis

To analyze the data, I first summed values for the two mentoring/collaboration items to provide one overall mentoring/collaboration score and used a *t*-test to compare the groups, $p < .05$, to check fidelity for application of the model. To identify changes in resilience over time for the treatment group, I compared within-subject scores on the CD-RISC 10 from October 2017 to March 2018, using ANOVA to determine whether treatment group means differed significantly, $p < .05$. I then analyzed the comparison and treatment group scores on the March CD-RISC 10, calculating ANCOVA to determine whether group means differed significantly, $p < .05$. I then compared group scores on the MBI-ES, using ANCOVA to determine whether group means differed significantly, $p < .05$. Finally, to triangulate the data, I compared the two groups' responses to the notice of intent question to determine a value to represent retention, using binary logistic regression to determine whether group means differed significantly, $p < .05$.

To analyze the qualitative data, I generalized the raw interview transcripts by recording significant statements on a matrix. I then evaluated the content to identify emerging codes and investigated the units of meaning for emerging themes through the process of horizontalization. Keeping the process of phenomenological research in mind, I continued this analysis in a

recursive process until I felt satisfied that the representation of the data was thorough and accurate, and assigned four overarching themes: isolation/connection, provision of resources, modeling teaching behavior, and looking back/looking forward. Throughout this process I used bracketing, member checking, and review of the assigned codes and themes by a doctoral student peer to establish confirmability, authenticity, and trustworthiness.

Results

Overview

Results of the study show that new teachers in the treatment group received significantly more mentoring and collaboration from their school librarian than did new teachers in the comparison group. Also, a significant interaction between resilience over time and age for the treatment group was identified. Additionally, the treatment group showed a slight increase in resilience over time. The interview data indicate that new teachers and school librarians value the mentoring and collaborative relationship and that the interventions influence new-teacher resilience, burnout, and retention. In one interview, an elementary school special education teacher expressed that the process of mentoring and collaboration "definitely made a huge impact" on her resiliency as a new teacher. Meanwhile, a high school English teacher praised her school librarian, saying "I don't know what I would do without her… [She] went above and beyond" in providing encouragement and positive reinforcement, which contributed to the English teacher's ability to face the challenges of her first year.

Mentoring/Collaboration

I included mentoring and collaboration items in the March survey as a measure to check for fidelity to the implementation of the model by the school librarians. Since these items did not answer a specific research question, results are presented here separately. A t-test shows that, on average, participants in the treatment group ($n = 26$) did receive significantly more mentoring and collaboration than teachers in the comparison group ($n = 26$), $t(50) = 5.094$, $p < .001$, $d = 1.42$, a very large effect size (see table 1).

Table 1. T-test mentoring and collaboration scores, comparison and treatment groups

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	*Sig.*	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	37.920	.000	5.094	50	.000	4.50000	.88341	2.72562	6.27438
Equal variances not assumed			5.094	32.729	.000	4.50000	.88341	2.70212	6.29788

To demonstrate this visually, a divergent bar graph (see figure 3) presents evidence that the treatment group received more total mentoring and collaboration from their school librarians under the Continuum of Care model than did the comparison group.

Figure 3. Summed mentoring/collaboration scores, comparison and treatment groups.
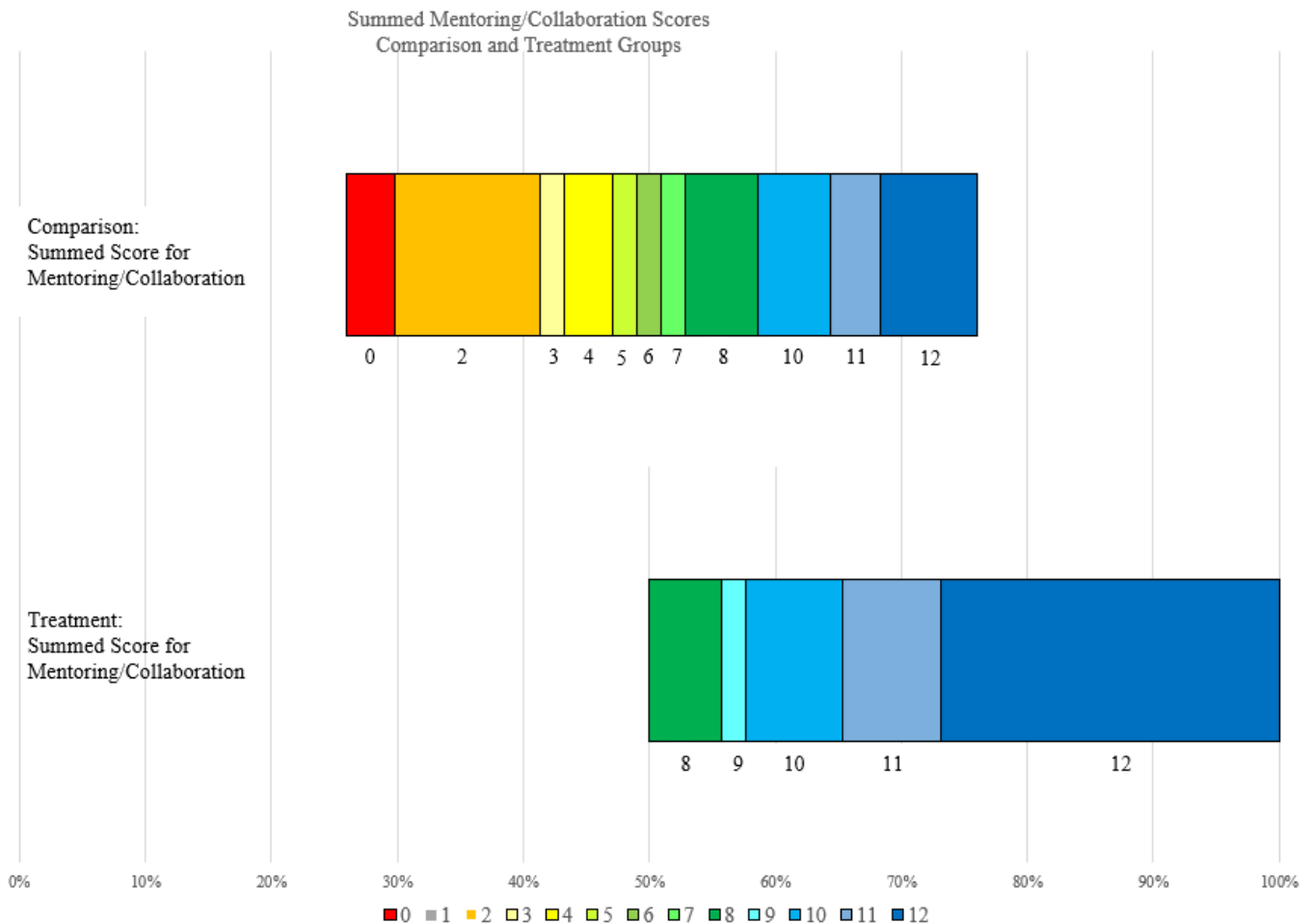
Results by Research Question

Results of the data analysis are presented here arranged by research question, first for the questionnaire data analysis and then for the interview data analysis. Results for the first two research questions are presented together because interview respondents did not discriminate between change in resilience over the course of the study versus comparing resilience between new teachers formally supported or not formally supported by their school librarian. Results for the third and fourth research question are presented separately.

Research Questions 1 and 2

RQ1: To what extent do new teachers who receive standardized interventions from the school librarian differ in their scores on a resilience scale from October to March of a school year?

RQ2: To what extent do new teachers who receive standardized interventions from the school librarian differ in scores on a resilience scale in March of a school year as compared to new teachers not formally supported by the school librarian?

Resilience scores show that the new teachers in the treatment group demonstrated a slight increase in resilience from October ($M = 30.77$, $SD = 5.109$) to March ($M = 31.23$, $SD = 5.501$). of the school year. A paired samples *t*-test indicated that these scores were not significantly different, $t(25) = -0.504$, $p = .618$, $d = 0.09$, and the effect size was small, but the new teachers' resilience scores did move in a positive direction (see table 2).

Table 2. Resilience scores compared, treatment group over time.

Time Period	n	Mean	Std. Deviation
October 2017	26	30.77	5.109
March 2018	26	31.23	5.501

A one-way repeated measures ANOVA showed a significant interaction between resilience over time and age using p < .10 due to a one-tailed hypothesis, $F(3 , 22) = 2.632$, $p = .081$, multivariate partial $\eta^2 = .305$ (see table 3). For teachers in the treatment group, age moderates the relationship between time and resilience. The interaction between resilience over time and age was greatest for the six participants in the treatment group who were 30 to 39 years of age. Their mean scores on the CD-RISC 10 (see table 4) increased from October ($M = 28.33$, $SD = 1.366$) to March ($M = 33.00$, $SD = 4.336$). Repeated measures ANOVA shows a significant interaction for this subgroup between resilience over time and age using $p < .10$, $F(3, 22) = 2.776$, $p = .065$, partial $\eta^2 = .275$ (see table 5).

Table 3. Interaction resilience over time and age, treatment group.

Source	Type III Sum of Squares	df	Mean Square	F	p	Partial η^2
Resilience over time * Age	74.637	3	24.879	2.632	.081	.305
Error (resilience over time)	170.177	18	9.454			

Table 4. Resilience scores compared, treatment subgroup age 30–39 over time.

Time Period	*n*	Mean	Std. Deviation
October 2017	6	28.33	1.366
March 2018	6	33.00	4.336

Table 5. Interaction resilience over time and age, treatment subgroup age 30–39 over time.

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*p*	Partial η^2
Resilience over time * Age	74.762	3	24.921	2.776	.065	.275
Error (resilience over time)	197.469	22	8.976			

Qualitative results of the interviews (see Appendix F) evidenced not only that the mentoring and collaboration provided by school librarians for new teachers impacted the new teachers' resilience, but also that they were able to articulate how. Examples follow.

Each new teacher had an assigned mentor, but the school librarian who was on a flexible schedule had more freedom to assist. This availability of the school librarian provided a dependable connection that could counteract the isolation of the classroom.

One school librarian at the middle school level noted that the personal relationship between the school librarian and new teacher contributed most to building resilience. Having this connection outside of their department was a benefit, as was proximity to the library and visibility of the school librarian.

New teachers in a large high school were in classrooms far from the library, but one pointed out that this physical distance could be counteracted by digital proximity through e-mail and digital resources.

Additionally, by offering snacks, notes, and words of encouragement in a comfortable, non-threatening environment, the school librarians presented themselves as willing to make time to listen and answer questions.

At all three school levels, results of the interviews with new teachers identified being overwhelmed as a frequent theme that impacted the process of mentoring and collaboration. For the new teachers, not knowing what support to ask for was a frustration. The role of the school librarian in recommending resources provided a support that directly impacted resilience. The new teachers felt that they lacked the depth of knowledge and practical expertise of the school librarian. They also understood that having a close relationship to the school librarian gave them more access to resources. By identifying useful physical, digital, and human sources of information, one high school librarian was able to reduce the workload of the new teachers. Using research in the field, the school librarian recommended books that would appeal to student subgroups. Her new-teacher partner appreciated the provision of books for daily Sustained Silent Reading, online resources, and audiovisual materials related to the Holocaust.

Also at the secondary level, the school librarians identified technology and standardized testing procedures as challenges that they could help new teachers meet.

In the elementary school, the school librarian and new teacher expanded their collaborative relationship to include the Instructional Technology Resource Teacher (ITRT), a circumstance that provided an added benefit to the new teacher.

At the elementary school level, providentially the school librarian and new teacher shared a subject area. Another colleague had recommended that the new teacher go to the librarian for help because this librarian was a former special education teacher. This shared experience was a topic of discussion brought forth by the school librarian, who modeled authentic integration of technology resources within a collaborative lesson, using a gumball machine full of marbles for management of student behavior. When asked about follow-up, the librarian stated that although she had offered the gumball machine to the new teacher, she left without it. However, this new teacher expressed that the varied strategies she learned from the school librarian were very helpful to her.

Developing resilience was brought forth by one new teacher as she contemplated her employment plans for the next school year. Looking back, she could see that her relationship with the school librarian made a difference in her growth as a teacher. Another new teacher felt that while she may not have used her school librarian as resource to the fullest during the current year, she would benefit from the interventions in the following year.

Despite the lack of statistically significant quantitative evidence of building resilience, these new teachers and school librarians were able to voice the positive impact of the implementation of the Continuum of Care model. They understood the isolation of the classroom and the effect of the connection to the school librarian, who was able to provide resources and model teaching behavior. Both the new teachers and the school librarians were able to look back to reflect on their experience together and look forward to a future partnership of collaboration.

Research Question 3

> RQ3: To what extent do new teachers who receive standardized interventions from the school librarian differ in scores on a burnout inventory in March of a school year as compared to new teachers not formally supported by the school librarian?

The quantitative data reveal no significant difference between the comparison group and treatment group scores on the MBI-ES. However, the qualitative results indicate that through mentoring toward collaboration, the school librarians were able to mitigate burnout in new teachers by sharing their expertise and institutional knowledge, and through friendly professional interactions. The school librarian's reaching out to the new teachers with extrinsic and intrinsic motivators and a shared sense of humor also helped to ameliorate the stresses of the daily life of the classroom teacher. Review of the qualitative data also shows that burnout was seen by the new teachers as the inverse of resilience, as evidenced by one new elementary school teacher: "resilience, burnout, they kind of go hand in hand."

The empathy shown by the school librarian reminded the new teachers that everyone feels burnout at some time, and the librarian's support reduced the struggle. One intervention that brought joy to a school librarian-new teacher pair was an e-card greeting of singing meerkats, sent just before the winter holidays. The librarian felt that this silliness was important because a new work environment makes it difficult to judge the sense of humor of colleagues.

School librarian availability, which led to provision of resources, was also a factor in reducing burnout for these new teachers. At the middle school level, the school librarian identified sharing resources as most influential to new teacher burnout. Her new teacher also appreciated the materials provided by her school librarian because provision of resources reduces the workload of the new teacher, which in turn may decrease burnout.

The librarian's depth of institutional knowledge was also helpful. Transmission of knowledge was particularly effective when the new teacher and the school librarian shared a subject-area background. One elementary school librarian identified being able to connect with her new teacher as a former special education teacher as a means to reduce burnout, a circumstance that would differ for new teachers who lack this support,

Another factor important to avoiding burnout was the development of coping mechanisms. Examples of stress relievers suggested by the high school librarian to her new teacher included putting down work and walking away, going for a run, going to the gym, or taking a break for some food or drink. Speaking metaphorically, the high school librarian advised her new teacher to put her own lifejacket on first "because you can't help anyone if you're drowning." This same librarian, who was a former English teacher, established a strong relationship with her new teacher who taught English. However, her new teacher in the Health and Physical Education Department, who had the added responsibilities of coaching and fundraising for the softball team, was less receptive to treatment. The librarian commented that she seemed more burned out than the English teacher, who was willing to participate in the mentoring/collaborative relationship.

Modeling teaching behaviors did not openly arise as a topic in the context of burnout during any of the six interviews. New teachers and school librarians did skirt around this theme when discussing empathy, provision of resources, and common previous licensure. However, results did not show that they directly connected reduction or avoidance of new-teacher burnout to the school librarian as a role model.

The new teachers at all three school levels felt that the contributions of the school librarian influenced their ability to endure the challenges of their first year. One new teacher at the elementary school level stated that, without the school librarian, she would have burned out much more quickly. At the high school, the new teacher felt that without the support of the school librarian, she would not have had a lot of the answers she needed to navigate her first year as a teacher. The new teacher at the middle school described her situation toward the closing of the school year as "still kicking."

Research Question 4

> RQ4: To what extent do new teachers who receive standardized interventions from the school librarian differ in their intent to return to their current teaching position as compared to new teachers not formally supported by the school librarian?

No significant differences were found between the comparison group and treatment group with regard to intent to return, with the difference between them based on the response of only one teacher, who did not intend to return for the following school year. However, the qualitative data show that school librarians can play a role in reducing attrition of those new to the field, contributing to a more cohesive school environment and better quality of teaching. Rather than being "stuck on an island" of loneliness, the new teachers feel supported through their personal connection to the school librarian. Through mentoring and collaboration, the new teachers had a

knowledgeable partner to turn to in times of need, a circumstance that likely influenced their decision when considering their future employment status.

Both new teachers and school librarians felt that the process of mentoring and collaboration could increase retention of new teachers. As one elementary school librarian stated, "If you want to keep teachers and you want to help mold them, it doesn't have to be just someone on their grade level."

For retention, the interview data show that reception of the treatment affected a new teacher's survival skills and confidence, which increased interest in returning to her position the following year. The personal connection made to the school librarian helped to mitigate the new teacher's sense of isolation, as if "on your own in the middle of an ocean."

Both the school librarians and the new teachers expressed that the human connection of mentoring and collaboration supported the new teacher's intent to return "tremendously," especially when she did not fit in with her teaching team. The new teacher at the high school had thoughts about moving to another school or district, or even returning to her former job, but the constant reassurance from the school librarian helped her to see that she could make a career of teaching. The school librarian was a particularly supportive colleague for the new teachers, with a role that differed from other teachers. The non-threatening, neutral stance of the school librarian was one factor in retention.

At the high school, the school librarian was able to influence retention by reaching out with treats, cards, and e-mails. The librarians' willingness to be available and approachable for the new teachers also influenced retention. When the new teacher felt like she could not continue, she knew that there was someone to turn to with questions or concerns. Having the school librarian there to say "Don't jump yet, let's talk it through" carried the teacher through the day. Taking time to listen lifted the weight from the new teacher's shoulders, leaving her in better spirits for the rest of the day's challenges.

Both institutional and professional knowledge retained by the school librarian contributed to providing the necessary supports for the new teachers. Sharing information about school policies and procedures, such as how to sign up for computer labs, enabled new teachers to save time and energy.

In the context of supporting classroom teaching, one new teacher at the middle school level pointed out that it was best to provide one or two highly rated resources, such as a website to explore the ocean layers, rather than presenting new teachers with long lists. Additionally, a timely response to requests for resources was key, as was delivery of the resource that best matched the teacher's needs, whether from the library shelf or through an interlibrary loan.

Several areas of teacher skills development may have contributed to retaining first-year teachers in the treatment group. Developing the ability to assess as an ongoing process and make needed changes to lessons with reassurance and assistance from the school librarian was an area that one new teacher felt motivated her intention to return the following year. Another new teacher appreciated her school librarian's guidance to better navigate the world of special education. She felt that scheduling time with her students was "tricky" and that her school librarian gave her useful tips for maximizing time with students and for positive interactions with parents.

Looking back, the school librarian at the middle school level expressed that the resources made available to the new teachers influenced retention in that they had a better sense of how these resources could be implemented in the following year. She felt that, while the new teachers

might not have had time during their first year to fully integrate the resources, they looked forward to more exploration and hoped to make better use of the resources in their second year.

At the elementary level, one new teacher based her intent to continue in the profession on the interventions that she received from her school librarian. Without this support, she was not sure that she would been able to continue working in this field.

At the high school level, a new teacher felt that the support she received from her school librarian made her rise to a higher level. She needed to feel that she was "up to par" because knowing that she was "doing a good job" would influence both burnout and resilience and, in turn, her decision to continue in her position.

Discussion

School librarians can make a difference in the professional lives of new teachers if a model of mentoring toward collaboration to increase resilience is put into practice. Best practice for collaboration in school libraries recommends that librarians build personal trust with colleagues before attempting to collaborate (AASL 2018). For new teachers, this trust-building may naturally take the form of building a mentoring relationship. School librarians should be mindful of this responsibility to reach out to new teachers as a special population. The Continuum of Care model provides a framework on which to build this relationship.

The American Library Association (ALA) Center for the Future of Libraries confirms the long-term commitment of the profession to the resilience of society, asserting that "librarians are not just educators but activists" (Aldrich 2018, 87) and recommending "a systematic approach that is coordinated across a community, with libraries as part of the strategy" (Aldrich 2018, 42). The Continuum of Care model addresses this societal need within the school community, first by engaging and empowering to initiate the conversation, and then by partnering and co-teaching to energize the relationship.

The mentoring and collaboration results show that teachers in the treatment group did receive significantly more mentoring and collaboration from their school librarian than did the comparison group. Additionally, nine of the twenty-six new teachers in the comparison group reported some form of mentoring and collaboration from their school librarian. The quantity, quality, or motivation behind this support remains unknown, but it is encouraging that school librarians not participating in this study invested their time in mentoring and collaborating with new teachers.

The quantitative results also show that age moderated the change in resilience over time. Perceptions of control, coping, and sense of coherence may mediate the relationship between age and resilience as a substantive variable of interest (King and Jex 2014). Teachers in the treatment group did tend to be older than the national data about new teachers would predict. Sixty-two percent of the treatment group was less than thirty years old. In contrast, the Beginning Teacher Longitudinal Study data show that 71 percent of new teachers nationwide were under thirty years of age in school year 2007–2008, the most recent data available (Raue and Gray 2015). One "not young" new teacher in the treatment group spoke about age as a factor. She felt that others disregarded her lack of experience and assumed that she had higher skill levels because of her age. Collection of chronological age versus social age may present a measurement problem when the new teacher does not match the prototype (King and Jex 2014). Additionally, data collection as a categorical variable using ten-year increments may have shaped the results of this study by

overgeneralizing teacher characteristics. The results of this study point to the need to consider age in years as a factor for new-teacher resilience. Unfortunately, a search of the literature revealed no studies that analyzed the influence of age on resilience for any teacher population.

In general, qualitative results show that new teachers appreciated their professional relationship to their school librarians. The essence of new-teacher resilience may lie in these personal and professional connections established during the first year. A close relationship to the school librarian gave the new teachers greater access to the library's resources as well as the librarian's expertise and institutional knowledge, both during the study and for their future professional lives. This pivotal role of relationships is the sustenance new teachers need to maintain personal well being and professional effectiveness (Johnson et al. 2016). Providing interventions for new teachers under the Continuum of Care model allows the opportunity for school librarians to establish a part in building resilience of new teachers.

The role of the school librarian as the provider of resources "for resilience" appeared several times in the qualitative data. The new teachers in the treatment group appreciated the targeted supports from an expert in the field who has a "backpack" or a "toolbox" from which to draw. The most helpful assistance for provision of resources came from one or two carefully curated resources at point of need because extensive resource lists can be overwhelming for new teachers. This pinpointed approach was most successful when supporting specific content learning objectives.

New teachers may not immediately put into practice the skills generated by the Continuum of Care model in their first year. As they reflect on their practice from one school year to the next, they may revisit the skills and knowledge learned in their first year, to be applied in following school years, a circumstance that opens the opportunity for further collaborations for years to come.

Modeling teaching behaviors was identified as an important role played by the school librarian. A shared subject area between the school librarian and new teacher did make a difference for burnout. In two examples, a closer relationship was established between a new teacher and librarian who had formerly taught in that subject area. Given that all the librarians in this study were licensed in at least one other subject area, the educational background and subject-area experience of the school librarian may provide even more opportunity for reducing burnout when implementing the Continuum of Care model.

Several other influencers were found to support the school librarian-new teacher relationship. First, greater accessibility and availability of the school library and librarian allowed for more flexibility in the relationship. This included physical and digital proximity to the library, which helped to build a closer personal relationship and strengthen the bond between the classroom teacher and the librarian. Additionally, providing a comfortable, non-threatening environment to advise and answer questions benefited new teachers seeking a safe space for mentoring. Finding an area of common interest, whether professional or personal, could also facilitate a trusting relationship. On the negative side, school librarians would best take care not to appear in an administrative or evaluative role. Stepping over that line may alarm the new teacher and set up additional barriers to mentoring and collaboration. For future application of the Continuum of Care model, it will be important to put protocol in place to assure separation of the role of the school librarian as mentor and collaborator from a role as administrator or evaluator.

The allotment of time also makes a difference. Beginning the interventions at the start of the school year, allowing more time during the school day for consultation, and planning an event

for the school librarian to meet with several new teachers together were suggestions for improvement. In cases of only one new teacher in the school, flexibility in meeting times may be more effective, but where several new teachers are in one building, a more-collaborative approach would enhance the experience. Building these personal relationships over the course of a school year can produce long-lasting trust (AASL 2018).

Limitations

Causal research in authentic school settings is problematic. In most cases, the new teachers in the treatment group reported high levels of mentoring and collaboration with their librarian, but in at least three cases there was a considerable lack of intervention. Mentoring appears to be more readily implemented than collaboration, perhaps because it is conditioned on a one-to-one relationship as opposed to the complexity of planning lessons. Diffusion of treatment to the comparison group also proved difficult to control.

The school librarians who served as interventionists added a level of complexity to the process as "end user" research partners (Johnson et al. 2016). These practitioners in the field inevitably had their own professional priorities unrelated to the research. In general, librarians in secondary schools faced greater challenges when implementing the model than those in elementary schools. In addition, librarians who served as building chair for mandated state testing found connecting with their new teachers to be more difficult than expected. Unfortunately, a greater-than-normal number of weather-related school closings seriously disrupted the interventions for the month of January. For these reasons, opportunities to put interventions in place were lost, and well-intended plans for collaboration were de-prioritized.

Future Directions

A larger sample size and expanding the time frame of this study to several years with more data points would provide greater opportunity for comparing the pace of development of resilient qualities between the treatment and comparison groups. The evidence also points to expanding the application of the Continuum of Care model to early-career teachers in their second or even third year under contract. This change would set a more measured pace for the interventions to occur. Given a longer time frame, it might be possible to positively impact the new teachers' levels of resilience to a greater degree, and even to make a significant difference, shedding further light on the role of the school librarian in providing mentoring toward collaboration to support resilience for new teachers. As a follow-up to this study, a program evaluation is under way to better define the barriers and enablers to implementation of the model.

Conclusion

As best practice, school librarians should consider new teachers, at least initially, as a special population in need of a different standard of practice that differs from working with their more experienced peers. To establish the collaborative relationship, school librarians should provide specific, targeted interventions that initiate in a mentoring phase and move toward a collaborative stance. The Continuum of Care model was born out of the need to share ideas and build relationships in a community of practice (Wenger 1998). The school librarian is well versed in listening to patron needs, assessing, and providing resources to support learning. These same soft skills can be used to provide support for entering faculty. School librarians, as

significant colleagues who provide mentoring for new teachers, create an opportunity for further collaboration in a relationship of professional parity. By reaching out to new teachers, the school librarian bridges the gap between the library and the classroom, drawing new teachers to a supportive space.

The Continuum of Care model provides specific interventions by school librarians to build resilience of new teachers, reduce burnout, and, in turn, increase retention. This exploratory CLASS II Field Study has advanced the field of school librarianship by presenting a research-based model that identifies strategies to care for new teachers and lays the groundwork for further study of the role of school librarians to support new-teacher resilience in the authentic school setting.

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Appendix A: October 2017 Survey Instrument—Connor-Davidson Resilience Scale 10 with Demographic Data

Q1. South Spoon Public Schools (pseudonym), along with Historic Sovereign University (pseudonym), is studying teacher resilience. We invite you and all other new SSPS teachers to help us understand this phenomenon by completing a five-minute survey. Completion of the survey is voluntary. No penalty will be applied to anyone who chooses not to complete the survey.

Your responses will remain confidential. Digital copies of surveys will be stored in a password-protected location until statistically analyzed. Data will be reported in the aggregate and your identity will be shielded. For questions or concerns, contact the researcher, Rita Soulen, at rsoulen@***.edu, or her supervisor, Dr. Shana Pribesh, at spribesh@***.edu. As a way of saying thank you, if you complete the survey, you will have the opportunity to be entered into a raffle for a $50 VISA gift card. By clicking on the participation link below, you are indicating your informed consent.

Q2. I want to participate:

o   Yes

o   No

Q3. Help us build a unique Identifier Code for you. We will never know your name. What day of the month were you born?

01	11	21
02	12	22
03	13	23
04	14	24
05	15	25
06	16	26
07	17	27
08	18	28
09	19	29
10	20	30
		31

Q4. What is your middle name?

_____

Q5. Please select the response that best describes you. (CD-RISC 10)

Not true at all (1) Rarely true (2) Sometimes true (3) Often true (4) True nearly all the time (5)

I am able to ▮▮▮▮▮▮   0 1 2 3 4

I can deal with ▮▮▮▮▮▮   0 1 2 3 4

I try to see ▮▮▮▮▮▮▮▮▮   0 1 2 3 4

Having to cope with ▮▮▮▮▮▮   0 1 2 3 4

I tend to ▮▮▮▮▮▮▮   0 1 2 3 4

I believe I can ▮▮▮▮▮▮▮   0 1 2 3 4

Under pressure, ▮▮▮▮▮   0 1 2 3 4

I am not ▮▮▮▮   0 1 2 3 4

I think of myself as ▮▮▮▮▮▮▮▮   0 1 2 3 4
▮▮▮▮

I am able to ▮▮▮▮▮▮▮▮   0 1 2 3 4
▮▮▮▮

(Items for Q5 are intentionally concealed to accommodate CD-RISC 10 copyright.)

Q6. Now we would like to know a little bit more about you. Are you in your first contract year of teaching?

o   Yes (1)

o   No (2)

Q7. Please select your highest educational attainment.

o   Bachelor of Arts or Science (1)

o   Masters' degree(s) (2)

o   PhD, MD, or JD (3)

Q8. Are you certified in the subject you are currently teaching?

o   Yes (1)

o   No (2)

Q9. What grade level do you currently teach?

o   K-2 (1)

o   3-5 (2)

o   6-8 (3)

o   9-12 (4)

Q10. Select the area that best describes the subject that you teach.

o   English/Language Arts (1)

o   Foreign Language (2)

o   Health/Physical Education (3)

o   Mathematics (4)

o   Music/Art (5)

o   School Counselor (12)

o   Science (6)

o   Social Studies (7)

o   Special Education (8)

o   Technology (9)

o   Other academic (10) _____

o   Other elective (11) _____

Q11. Is your school a Title I school? Title I schools have a very high number of students who live near the poverty line and are given special supports, such as smaller class sizes or funding for aides.

o   Yes (1)

o   No (2)

Q12. What is your gender?

o   Male (1)

o   Female (2)

o   Do not wish to disclose (3)

Q13. What is your age?

o   20 to 29 years (1)

o   30 to 39 years (2)

o   40 to 49 years (3)

o   50 to 59 years (4)

o   60 or more years (5)

Q14. What race do you identify with?

o   African-American/Black (1)

o   Asian (2)

o   Caucasian/White (3)

o   Native American (4)

o   Other (5) _____

Q15. Do you wish to be entered into a raffle to win a $50 gift card? If you say yes, you will then be asked for your contact information.

o Yes

o No

If not, skip to the end of the survey.

Q16. Please provide your name and contact (email or phone). You will be entered in the raffle to win a $50 gift card. This information is not linked to your survey answers.

_____

Appendix B: Demographic Data for New Teachers October 2017

Table B-1. Demographics: Comparison and treatment groups

Demographic Variable	Comparison		Treatment	
	n =26	Total (%)	*n* =26	Total (%)
Title I School				
Yes	22	84.6	21	80.8
No	4	15.4	5	19.2
Grade Level				
K-2	5	19.2	7	26.9
3-5	5	19.2	6	23.1
6-8	7	26.9	7	26.9
9-12	9	34.6	6	23.1
Subject Certified				
Yes	20	76.9	20	76.9
No	6	23.1	6	23.1
Subject Areas				
English/Language Arts	5	19.2	7	26.9
Foreign Language	1	3.8	0	0.0
Health/Physical Education	2	7.7	0	0.0
Mathematics	1	3.8	1	3.8
Music/Art	2	7.7	1	3.8
School Counseling	1	3.8	0	0.0
Science	3	11.5	6	23.1
Social Studies	1	3.8	0	0.0
Special Education	6	23.1	3	11.5
Technology	1	3.8	0	0.0
Other Academic				
(Multiple Subjects)	1	3.8	6	23.1
(Naval Science)	1	3.8	0	0.0
(Preschool)	1	3.8	0	0.0
Other Elective				
(Economics and Personal Finance)	0	0.0	1	3.8
(Social Skills)	0	0.0	1	3.8
Highest Education Attainment				
B.A. or B.S.	14	53.8	10	38.5
Master's degree(s)	12	46.2	16	61.5

PhD, MD, or JD	0	0.0	0	0.0
Gender				
Female	18	69.2	25	96.2
Male	7	26.9	1	3.8
Do not wish to disclose	1	3.8	0	0.0
Age in Years				
20–29	12	46.2	16	61.5
30–39	8	30.8	6	23.1
40–49	5	19.2	3	11.5
50–59	1	3.8	1	3.8
60+	0	0.0	0	0.0

Appendix C: March 2018 Survey Instrument—CD-RISC 10, Mentoring and Collaboration, Intent, MBI-ES

Q1. South Spoon Public Schools (pseudonym), along with Historic Sovereign University (pseudonym), is studying teacher resilience. We invite you and all other new SSPS teachers to help us understand this phenomenon by completing a five-minute survey. Completion of the survey is voluntary. No penalty will be applied to anyone who chooses not to complete the survey.

Your responses will remain confidential. Digital copies of surveys will be stored in a password-protected location until statistically analyzed. Data will be reported in the aggregate and your identity will be shielded. For questions or concerns, contact the researcher, Rita Soulen, at rsoulen@***.edu, or her supervisor, Dr. Shana Pribesh, at spribesh@***.edu. As a way of saying thank you, if you complete the survey, you will have the opportunity to be entered into a raffle for a $50 VISA gift card. By clicking on the participation link below, you are indicating your informed consent.

Q2. I want to participate:

o   Yes (1)

o   No (2)

If no, skip to the end of the survey.

Q3. Help us build a unique Identifier Code for you. We will never know your name. What day of the month were you born?

01	11	21
02	12	22
03	13	23
04	14	24
05	15	25
06	16	26
07	17	27
08	18	28
09	19	29
10	20	30
		31

Q4. What is your middle name?

_____

Q5. Please select the response that best describes you. (CD-RISC 10)

Not true at all (1) Rarely true (2) Sometimes true (3) Often true (4) True nearly all the time (5)

I am able to ▢▢▢▢▢▢▢▢▢▢▢▢ 　　　　　　　　0 1 2 3 4

I can deal with ▢▢▢▢▢▢▢▢▢▢▢▢ 　　　　　　0 1 2 3 4

I try to see ▢▢▢▢▢▢▢▢▢▢▢▢▢▢▢▢ 　　0 1 2 3 4

Having to cope with ▢▢▢▢▢▢▢▢▢▢ 　　0 1 2 3 4

I tend to bounce back ▢▢▢▢▢▢▢▢▢▢ 　0 1 2 3 4

I believe I can ▢▢▢▢▢▢▢▢▢▢▢▢ 　　　0 1 2 3 4

Under pressure, ▢▢▢▢▢▢▢▢▢ 　　　　　0 1 2 3 4

I am not ▢▢▢▢▢▢▢▢ 　　　　　　　　　0 1 2 3 4

I think of myself as ▢▢▢▢▢▢▢▢▢▢▢▢▢▢
▢▢▢▢▢▢▢ 　　　　　　　　　　　　　　　0 1 2 3 4

I am able to ▢▢▢▢▢▢▢▢▢▢▢▢▢▢▢
▢▢▢▢▢▢▢ 　　　　　　　　　　　　　　　0 1 2 3 4

(Items for Q5 are intentionally concealed to accommodate CD-RISC 10 copyright.)

Q6. Please select the response that best describes you.

No librarian in my school. (0) Strongly disagree (1) Disagree (2) Somewhat disagree (3)
　　　Somewhat agree (4)　　Agree (5)　　　Strongly agree (6)

My school librarian has provided for my needs through mentoring.　　0 1 2 3 4 5 6

My school librarian has worked closely with me through instructional　　0 1 2 3 4 5 6
collaboration.

Q7. Please select the response that best describes you.

I intend to continue my employment in my present position for the next school year.　　1

I do NOT intend to continue my employment in my present position for the next
school year.
　　　　　　　　　　　　　　　　　　　　　　　　0

Q8. Please select the response that best describes you. (MBI-ES)

Never (1)　A few times a year or less (2)　Once a month or less (3)　A few times a month (4)
　　　Once a week (5)　　　A few times a week (6)　　　Every day (7)

I feel ▢▢▢▢▢▢▢▢▢▢▢▢.　　　　　　　1 2 3 4 5 6 7

I feel ▢▢▢▢▢▢▢▢▢▢▢　　　　　　　　1 2 3 4 5 6 7

I feel ▢▢▢▢▢▢▢▢▢▢▢▢▢▢▢▢　　　　1 2 3 4 5 6 7

▢▢▢▢▢▢▢▢▢▢

I can easily understand   1 2 3 4 5 6 7

I feel I treat some students   1 2 3 4 5 6 7

Working with people   1 2 3 4 5 6 7

I deal very effectively   1 2 3 4 5 6 7

I feel   1 2 3 4 5 6 7

I feel   1 2 3 4 5 6 7

I've become more   1 2 3 4 5 6 7

I worry that this job   1 2 3 4 5 6 7

I feel   1 2 3 4 5 6 7

I feel   1 2 3 4 5 6 7

I feel   1 2 3 4 5 6 7

I don't really care   1 2 3 4 5 6 7

Working with people   1 2 3 4 5 6 7

I can easily create   1 2 3 4 5 6 7

I feel exhilarated after   1 2 3 4 5 6 7

I have accomplished   1 2 3 4 5 6 7

I feel like   1 2 3 4 5 6 7

In my work, I deal with   1 2 3 4 5 6 7

I feel students   1 2 3 4 5 6 7

(Items for Q8 are intentionally concealed to accommodate MBI-ES copyright.)

Q9. Do you wish to be entered into a raffle to win a $50 gift card? If you say yes, you will then be asked for your contact information.

o   Yes

o   No

If no, skip to the end of the survey.

Q10. Please provide your name and contact (email or phone). You will be entered in the raffle to win a $50 gift card. This information is not linked to your survey answers.

_____

Appendix D: April 2018 Interview Protocols

Interview Protocol: School Librarians

Sensitizing Concept	Building Resilience for New Teachers
Participants	3 School Librarians
Expected Time	40 minutes
Location	Pre-K–12 School
Instructions	Thank you for participating in this interview today. Your participation is completely voluntary. I appreciate your taking the time to share your views on building new teacher resilience through collaboration with the school librarian. Your identity will be confidential. The session will be voice recorded then transcribed. Data collected will be reported out anonymously. You will have the opportunity to review the transcript if the information is used for publication. For the purpose of this study, a new teacher will be defined as one in their first contract year. Do you have any questions before we begin?
Key Research Questions	1. Thinking back to November/December 2017, how do you think the process of **mentoring** influenced your new teacher's level of resilience? 2. Thinking back to January/February 2018, how do you think the process of **collaboration** influenced your new teacher's level of resilience? 3. How do you think the new teachers that you worked with differ in resilience as compared to new teachers not formally supported by their school librarian? 4. Which of your interventions most influenced resilience of your new teacher(s)? Why? 5. How do you think the new teachers that you worked with differ in burnout as compared to new teachers not formally supported by their school librarian?

6. Which of your interventions most influenced burnout of your new teacher(s)? Why?

7. How do you think that the process of mentoring and collaboration has influenced your new teacher's(s') intent to return to their current teaching position next year?

8. Which of your actions have most influenced your new teacher's(s') intent to return next year? Why?

Probes (as needed)	1. Can you give me an example? 2. Tell me a little more about that. 3. What happened next? 4. How did that happen? 5. What was that like for you? 6. Where were you? 7. Who else was there? 8. Can you elaborate on that?
Transition Messages	Thank you for sharing your experiences with me today. Should any of the data collected be used for publication, I will give you the opportunity to review your contributions for accuracy in reporting.
Interviewer Comments	
Reflective Notes	

Interview Protocol: New Teachers

Sensitizing Concept	Building Resilience for New Teachers
Participants	3 New Teachers
Expected Time	40 minutes
Location	Pre-K–12 School
Instructions	Thank you for participating in this interview today. Your participation is completely voluntary. I appreciate your taking the time to share your views on building new-teacher

resilience through collaboration with the school librarian. Your identity will be confidential. The session will be voice recorded then transcribed. Data collected will be reported out anonymously. You will have the opportunity to review the transcript if the information is used for publication. For the purpose of this study, a new teacher will be defined as one in their first contract year. Do you have any questions before we begin?

Key Research Questions

1. Thinking back to November/December 2017, how do you think the process of **mentoring** influenced your level of resilience from October 2017 to March 2018?

2. Thinking back to January/February 2018, how do you think the process of **collaboration** influenced your new level of resilience from October 2017 to March 2018?

3. How do you think you would differ in resilience as compared to new teachers not formally supported by their school librarian?

4. Which of your school librarian's interventions most influenced your level of resilience? Why?

5. How do you think you would differ in burnout as compared to new teachers not formally supported by their school librarian?

6. Which of your school librarian's interventions most influenced your level of burnout? Why?

7. How do you think that the process of mentoring and collaboration has influenced your intent to return to your current teaching position next year?

8. Which of the actions of your school librarian have most influenced your intent to return next year? Why?

Probes
(as needed)

1. Can you give me an example?

2. Tell me a little more about that.

3. What happened next?

4. How did that happen?

5. What was that like for you?

6. Where were you?

7. Who else was there?

8. Can you elaborate on that?

Transition Messages

Thank you for sharing your experiences with me today. Should any of the data collected be used for publication, I will give you the opportunity to review your contributions for accuracy in reporting.

Interviewer Comments

Reflective Notes

Appendix E: Interventions

November Interventions: Engage

Week 1: October 30–November 3, Welcome (five school days)

- The school librarians (SLs) will send a welcome email (Lipton and Wellman 2003; Morris 2015) to the new teachers (NTs) they will be working with in their building. In order to standardize practice, this email will be developed by the researcher and provided to the SLs to be sent verbatim to the new teachers.

- The SLs will follow up the email with the first of three classroom visits (Kymes and Gillean 2014) to each of the NTs' classrooms in their building to welcome them to the school. During this visit, the SLs will perform a short needs assessment consisting of an informal interview of the NTs by the SLs (Morris 2015). The interview will consist of three questions provided by the researcher. SLs at individual schools will be asked to respond to the needs assessment to suggest instructional materials in a variety of formats in the NTs' subject area to help diverse learners (Turner and Riedling 2003). The SLs will provide library equipment and instruction on its use as needed.

New Teacher Needs Assessment

Resource	Question
Physical	What physical resources do you need to assist you in building resilience?
Human	What human resources can I connect you to which will assist you in building resilience?
Digital	What digital resources do you need to assist you in building resilience?

Week 2: November 6, 8–9 2017, Resilience (three school days)

- The SLs will visit the NTs' classrooms a second time to share the APA Road to Resilience brochure provided by the researcher (APA 2017).

   Tuesday, November 7, Virtual Teacher Workday

- The SLs will send an e-card of encouragement (Lipton and Wellman 2003) to their respective NTs during the Virtual Teacher Workday on Tuesday, November 7, 2017. An example of an e-card tool may be found at https://www.bluemountain.com.

   Friday, November 10, Veterans Day, Schools Closed

Week 3: November 13–17, Schedule Library Activity (five school days)

- The SLs will coordinate with the NTs either in person, via email, or via phone call to schedule a time in the next two weeks for students to participate in library activities or events (Loertscher 2000; Montiel-Overall and Hernandez 2012) as individuals, small groups (Turner and Riedling 2003), or the whole class. This could be time to read/check out books, learn to access/read ebooks, hear book talks and storytelling, find speed-dating books, or attend a special event in the library, such as a Book Fair. Alternatively, the SL could provide opportunities for exhibits or displays of student work (Turner and Riedling 2003).

- The SLs will informally share teaching materials, files, bulletin board displays, etc. that are relevant to the NTs in the context of their subject, grade level, or topics under instruction (Lipton and Wellman 2003). The SLs may also offer to help the NTs produce instructional materials or locate materials from sources outside the library (Turner and Riedling 2003).

Week 4: November 20–22, Quick Check-in (two and a half school days)

- The SLs will check in informally with the NTs in their respective buildings (Lipton and Wellman 2003) to keep the NTs informed of at least one new material or trend or to offer information about at least one of the latest technologies for instruction and information (Turner and Riedling 2003). For example, these may include new books or materials in the library, award-winning apps, or websites (see AASL Best Apps and Best Websites (http://www.ala.org/aasl/), or new equipment that is part of the library collection or school.

Wednesday, November 22, Early Release Day

Thursday, November 23–Friday, November 24, Thanksgiving Break

Week 5: November 27–December 1, Connection (five school days)

- The SLs will coordinate with the NTs in their respective buildings to connect each to at least three other contacts who can help support the new teachers' development (Trees 2016).

- The SLs will connect classroom learning to the school library program by promoting and supporting the current instructional program by highlighting classroom activities through the school media such as an in-house news show or newsletter or district-wide or local news media (Turner and Riedling 2003).

December Interventions: Empower

Week 6: December 4–8, Resources at the Ready (five school days)

- The SLs will visit the NTs in their classrooms a third time to provide resources at the ready (Morris 2015) in the form of the school district's Office of Media Services Reference Resources brochure [brochure not appended due to district identification], which may be edited by the individual school librarians to include any extra resources provided by that school. The SLs will review these available digital resources with the NTs, either on paper or by accessing the Reference Resources page on the district website. The SLs also will make suggestions for integration of these resources into classroom lessons and encourage the NTs to explore their use.

- The SLs will encourage the NTs to bring a colleague to the library to discuss resources available through the library and future school librarian-teacher collaboration (Trees 2016).

Week 7: December 11–15, Gather Instructional Resources (five school days)

- The SLs will ask the NTs either in person, via email, or via phone about relevant topics for classroom instruction, then gather instructional resources in any format to deliver to

the NTs' classrooms or place on reserve in the library (Loertscher 2000; Montiel-Overall and Hernandez 2012; Morris 2015; Turner and Riedling 2003).

- The SLs will set up a face-to-face social event (Trees 2016) with the NTs, such as sharing a coffee or breakfast biscuit or meeting after school for a soda. Receipts ($20.00) can be sent to the researcher for reimbursement.

- Week 8: December 18–20, Celebrate Success! (Lipton and Wellman 2003) (three school days)

- The SLs will identify an area of strength of the NTs and send an email to an administrator and the respective NTs to celebrate this success (Lipton and Wellman 2003).

December 21–January 1, Winter Break

January Interventions: Partner

Week 9: January 2–5, Plan (four school days)

- The SLs will attend a planning meeting (Lipton and Wellman 2003; Montiel-Overall and Hernandez 2012) with their respective NTs, and together they will plan and develop a co-taught lesson or unit (Turner and Riedling 2003) either for the classroom or to be taught in the library. The lesson will be designed to meet the needs of the students in the individual classroom on objectives being taught during that time frame using library resources to enhance instruction. As part of the planning of the lesson, the librarians will offer to talk to students about using library materials as a way to encourage life-long learning (Turner and Riedling 2003).

- The SLs and NTs together will review the information provided to the NTs in November about building resilience (APA 2017), discuss successes, and plan for future resilience building.

Week 10: January 8–12, Co-Analyze Student Data (five school days)

- The SLs and NTs together will analyze student performance data (Lipton and Wellman 2003) in preparation for co-taught lesson(s).

- The SLs and NTs will discuss ways the SLs can work with the NTs to teach students to locate, utilize, analyze, and produce information (Turner and Riedling 2003).

Week 11: January 16–19, Gather Resources (four school days)

- The SLs and NTs will gather resources in preparation for co-taught lesson(s) (Montiel-Overall and Hernandez 2012).

- The school librarians will offer to adapt materials to suit diverse student learning as needed (Turner and Riedling 2003).

  January 15, M. L. King Jr. Day, Schools Closed

Week 12: January 22–26, Co-Write Lesson Plan(s) (five school days)

- The SLs and NTs will collaboratively write the lesson plan(s) for their co-taught lesson(s) (Lipton and Wellman 2003; Montiel-Overall and Hernandez 2012).

- The SLs will visit the NTs in their classrooms for observation during instructional time to informally assess the NTs' teaching style in preparation for co-teaching (Loertscher

2000). The SLs will later discuss with the NTs any strategies that may enhance their co-teaching.

- Office of Media Services Share Session. The SL interventionists will meet together at the district professional development day to share the progress of their mentoring as collaboration partnerships.

January Interventions: Co-teach

Week 13: January 31–February 2, Curriculum Co-Planning/Student Co-Assessment (three school days)

- The SLs will attend a curriculum planning meeting with each of the three NTs in their buildings and participate in instructional design and student assessment (Montiel-Overall and Hernandez 2012). The venue for these meetings will consist of either department meetings, grade level meetings, cluster meetings, or one-to-one meetings depending on the planning practice in the individual school building. The SLs will participate in the role of a collaborative partner to plan curriculum implementation and student assessment (Montiel-Overall and Hernandez 2012).

Weeks 14–15: February 5–9 and 12–16 Co-Teaching (ten school days)

- The SLs and NTs together will implement co-taught collaborative lesson(s) (Montiel-Overall and Hernandez 2012).

Week 16: February 20–23, Student Co-Assessment (four school days)

- The SLs and NTs together will assess student work (Lipton and Wellman 2003; Montiel-Overall and Hernandez 2012) from collaborative lesson(s).

- The SLs and NTs together will note any improvements that could be made to the mentoring-toward-collaboration process (Lipton and Wellman 2003) and forward these suggestions on to the researcher.

  February 19, Presidents Day, Schools Closed

Week 17: February 26–March 2, Reflect (four and a half school days)

- The SLs and NTs together will reflect (Lipton and Wellman 2003) on collaborative lesson(s) through a shared journal entry.

- The SLs and NTs will celebrate their mentoring-toward-collaboration partnership (Lipton and Wellman 2003) by sharing their experience at a faculty meeting, through the school newsletter, on the school website, or via any other public venue.

Appendix F: Supporting Qualitative Results

Key:

School Level	Elementary, Pre-K–5 (MS)	Middle, 6–8 (MS)	High, 9–12 (HS)
Position	*School Librarian (SL)*	New Teacher (NT)	

Research Questions 1 & 2

Theme	**Evidence**
Isolation/Connection	(citing the school librarian) "I'm always here if you need anything…I got you. You're not alone. I'm here" (NT3@---HS).
	"A friendly face who comes and checks on you, usually at least once a week just saying, 'Hey, how are things going?' and [offering] help and words of encouragement and support" (NT2@---MS).
	"I think that personal piece helped. I think by partnering, by doing this project, it allowed us to build a stronger personal relationship [which] increases the ability to come and share the frustrations, instead of sitting in their room by themselves or going home and crying every night" (SL2@---MS).
	"another person to come to" (SL2@---MS)
	"I gave them another place to go. When you're always asking the same person, then you feel like you're annoying them or bothering them (SL3@---HS).
	"I had other mentors, but I happened to really gain from working with [the school librarian]" (NT1@---ES).
	"I worked with all three [new teachers], close in proximity to each other and to me. I could pop in and say, 'Hey, anything you need, let me know what I can help you with'" (SL2@---MS).
	"Seeing me when I went up and down the hall, I could always stop and say, 'Are you doing okay?'" (SL2@---MS).
	"She just was always there. She always e-mailed me" (NT3@---HS).
	"Any questions I have, whether to do with computer lab time, questions that people who've been here a long time probably don't think about. She never made me feel stupid. She's the only one that I can go to and just know that there's no judging. She's not my superior" (NT3@---HS).
	"When I experienced certain challenges, it was definitely good to have someone whom I felt could be just an objective listening ear … because sometimes you can just feel so alienated because everyone else knows each other and everyone else seems to have it so together" (NT1@---ES).
Provision of Resources	"A big helpful piece for me from the [school librarian] was knowing what to ask for" (NT1@---ES).
	"I mean, when you're a new teacher, it can be overwhelming" (NT1@---ES).
	"As a first-year teacher, it can be just so overwhelming feeling you have so much on your plate all the time" (NT2@---MS).
	"Because we couldn't get together and [the new teachers] were so overwhelmed, like, 'I don't even know what to tell you I need right now'" (SL2@---MS).

"because it can seem very overwhelming when you're told, 'We're here to support you' and 'let us know what we can do', but if you don't even know what to ask for or where to start with so many resources out there. Just being able to pinpoint resources was very helpful" (NT1@---ES).

"for resilience…. She did bring over a list of library resources for a topic I was covering at the time" (NT2@---MS).

"I don't have this huge backpack to go into … She does, and many resources that I didn't know about, that teachers I'm sure who have been here for years maybe know about, maybe don't" (NT3@---HS).

"It's just always handy to have a lot of tools in your toolbox to pull from" (NT1@---ES).

"one less thing I had to do as a new teacher, one less thing I had to think about, something off of my plate which is a big part of resilience if you don't know anything" (NT3@---HS).

[The librarian] "would come into my [English] classroom and observe me and she would suggest materials and resources" (NT3@---HS).

[The new teacher] "was very receptive to any time I [school librarian] had any kind of resource or idea or link" (SL3@---HS).

"this study [a research study which the school librarian shared] has shown that boys might like this and it's related to what you're doing, and girls might like this and they might be more apt to read" (NT3@---HS).

"I [school librarian] was able to work with her [new teacher] in terms of scheduling the computers for her classes…. We can't get you into the library but here, you can use this computer lab" (SL3@---HS).

"I've been working a lot also with the ITRT, and I've been trying to identify good digital resources for special ed[ucation]. I know that [the librarian] teaches a lot of digital, internet skills, and computer skills, so in that sense [working with the ITRT] is related [to the library]" (NT1@---ES).

"[the school librarian] was able to introduce a few more pieces of equipment along with the ITRT, who is very active in here [the library] with me. [The ITRT] knows what I have, she works with me, and she's very active with the teachers. I felt like [the new teachers] were very comfortable after me reaching out to them [to provide necessary equipment]" (SL2@---MS).

Modeling Teaching Behavior	*"I modeled a lesson for her, and then we collaborated…. She felt a little bit better and a little more confident" (SL1@---ES).*

"When I talked about having to collaborate, it really came at a good time, because [the new teacher] was trying to figure out what she should do in reading groups, and how she should utilize her time based on what the IEP requires. I modeled a lesson for her, and then we collaborated on what she could do to improve her lessons with the children. She was really receptive to that, and I think she started to try some of the strategies, but she felt a little bit better and a little more confident" (SL@--ES).

"There was one student that [the new teacher] considers a difficult student. She didn't have any behavior plan or anything to monitor behavior and encourage positive behaviors. So when I went in, I had a gumball machine with some marbles. I explained to him [that] it was a reading lesson. I used the iPads which she hadn't done, she hadn't incorporated technology, so that helped him want to be more into [the lesson]. [The difficult student] was really receptive, we didn't have any difficulties and then as I questioned him, he was even a little bit more into the lesson. And then he was intent, he kept looking to see if he earned a gumball because I would mention, remember you can earn three gumballs with this lesson. [The new

teacher] was able to see that there was a way to get to him. So that day he read for me, he answered questions for me. It was a good lesson" (SL1@---ES).

"[The librarian's] experience in special education was definitely very helpful to me…just learning different strategies, because you don't know what strategy might speak to what kid" (NT1@---ES).

Looking Back/Looking Forward	"I think [new teachers without a school librarian to provide support] are missing out on a resource that's there, particularly in the future" (NT2@---MS).
	"I wanted to be with these kids, and I love the kids. Just having one person makes such a difference. [For us] to look back and both be like, 'Oh, I was good at this and, oh, what was I thinking?' I'm in such a different place now [in March] than I was even in September" (NT3@---HS).
	"I feel like now that I got my sea legs under me after my first year and I already have the lesson plans written and materials built. Going back and trying to revamp my lessons and make them better, I know that [my school librarian] is a resource there. I definitely think that collaboration could occur with her, and I know that she has a bunch of resources for me to use. I think next year I won't feel like I'm drowning. I think we'll be able to build a better relationship and be able to use more of the resources that she has available, in the future" (NT2@---MS).

Research Question 3

Theme	**Evidence**
Isolation/Connection	*"When you know there's somebody that you could maybe laugh about things going on with—that puts the burnout at bay" (SL3@---HS).*
	"this feeling [of burnout] is not unique, but everybody feels like this" (NT3@--HS).
	"just being able to push through for the year, I think would have been a greater struggle" (NT1@--ES).
	"I think the e-card probably made a difference" (SL2@---MS).
	"It makes you laugh and it makes you feel lighthearted. And it makes you feel able to approach that person, whereas before you might not have. So I really think that those e-greetings really had a good [effect] because when you know there's somebody that you could maybe laugh about things going on with—that kind of puts the burnout at bay" (SL3@---HS).
Provision of Resources	"You feel like you have to go out and make everything on your own and you have to create all these amazing manipulatives and different materials that really are there for us to use" (NT2@---MS).
	"People are not so approachable or helpful" (NT3@---HS).
	"Without that support [from the school librarian] and without knowing what's available to you can make you feel like you have to go out and make everything on your own and you have to create all these amazing manipulatives and different materials that really are there for us to use" (NT2@---MS).
	"Sharing resources [most influenced the new teacher level of burnout positively] because when it was crazy in their department, [the new teacher] was very grateful for the few extra things we were able to give her. So I think having the resources available and not having to look for them probably lessened the stress a little" (SL2@---MS).

"knowing that the librarian has so much background knowledge beyond just books" (NT2@---MS).

"Prep time can, hypothetically, be cut down in the future because you know that you have that resource there versus someone who doesn't have that relationship with their librarian" (NT2@---MS).

"I'd have to go back to special ed[ucation] because it is a whole different world. She has to get information from teachers who may not always be forthcoming with the information when she needs it. So I think that she's more stressed, she's dealing with legal documents and legal papers. I was a special ed[ucation] teacher before, and I'm a school librarian, so I also have resources to help [her] out. I would send her an e-mail saying, I can also pull resources from special ed[ucation]. The [special education] connections that we had, helped. So me being able to connect with her at that level, saying I was a special ed[ucation] teacher before … reduced burnout" (SL1@---ES).

"What do you need to do for you to not lose your brain" (SL3@---HS)?

"So what are you gonna do for you today" (SL3@---HS)?

"Make sure you're taking care of yourself first. Put the lifejacket on you first before you put anyone else's on because you can't help anyone if you're drowning" (NT3@---HS).

"[The new teacher who was a softball coach and resisted treatment] looks tired to me, all the time. She looks more burned out than the English teacher [who was receptive to treatment] for sure" (SL3@---HS).

"[The new teacher who was receptive to treatment, did not show] a dread walking into work … beyond what everybody has" (SL3@---HS).

Modeling Teaching Behavior	N/A
Looking Back/Looking Forward	"I would have burned out much more quickly than if I hadn't had the support" (NT1@---ES). "I wouldn't have a lot of the answers, certainly not easily" (NT3@---HS). "I'm still here so I guess I haven't burned out. I'm still kicking" (NT2@---MS).

Research Question 4	
Theme	**Evidence**
Isolation/Connection	"definitely greatly increased my interest level [to return next school year]" (NT1@---ES). *"That human relationship and being able to reach out to somebody brings survival. [The new teachers working with the school librarians] have more support, and they feel like they have more support. I feel like their survival skills are possibly higher than someone that has no support" (SL2@---MS).* "I would just say the mentorship [most influenced intent to return next year]. It definitely made this environment more pleasant which is encouraging for me to come back" (NT2@---MS). "[Working with the school librarian] influences you in your confidence" (NT3@---HS). *"The school librarian taking time to listen resulted in seeing the weight lifted off [the new teacher's] shoulders, leaving her in better spirits for the rest of the day's challenges" (SL1@---ES).*

"Just that feeling of loneliness or being on your own in the middle of an ocean" (NT3@---HS).

"I don't see everyone, I don't talk to people" (NT3@---HS).

"Special ed[ucation] is a very lonely profession. [It] can be very hard when you feel stuck on an island on your own" (NT1@---ES).

"You always need—especially in your first year—someone to connect with, someone to talk to, someone to be able to run ideas by. Someone who understands what you're going through and then someone who can help you go through what you're going through by providing resources, providing answers to many questions that you might have as a first-year teacher" (NT1@---ES).

"Just little things. It just makes you feel not alone" (NT3@---HS).

"The human connection— it's kind of a big deal, knowing somebody's there if you need them" (SL2@---MS).

"Just knowing that I had someone to turn to. Because [not fitting in] sometimes can be very hard" (NT1@---ES).

"So if I didn't have [the school librarian], I would be thinking about coming back here, or if I want to go to another school where I am going to be supported. She's just so helpful. Without that, I don't know that I would teach again" (NT3@---HS).

"I have the support, I have this person that I can go to who's not going to judge me. And it makes a difference when you think about it" (NT3@---HS).

"I'm just some lady over here in the library that she can come to and talk to" (SL1@---ES).

"A little something, pick me up" (SL3@---HS).

"Hey, how's your day going" (NT3@---HS)?

"So her constant reassurement and helping to me to be the best I can be, it's huge.… I'm good at this, I can come back, I can do this, I can make a career of this" (NT@---HS).

Provision of Resources	"As a first-year teacher, I need one or two things. Give me your one or two best things that I can go through and then try to use" (NT@---MS).

"'cause we give her a list and then she gives us a list back but the list was overwhelming, to be honest, because there's just so many different things" (NT@---MS).

"The time and energy that she saved me with all of these things … it's just the type of thing that you think about when you're—am I gonna do this again next year? Am I coming back" (NT3@---HS)?

"Any time I got any kind of request from them, usually e-mail, I would make sure to very quickly respond" (SL3@---HS).

"And if I couldn't respond you know, 100 percent positive, like yes, of course we have that movie sitting on the shelf, I could say well, we don't have it but this school has a couple of copies, I can try to get a copy for you over here [Inter Library Loan]" (SL3@---HS).

Modeling Teaching Behavior	"Knowing how to sort of better navigate the world of special education in order that I can find my way" (NT1@---ES).

"So her constant reassurement and helping to me to be the best I can be, it's huge. Or even, oh no, don't do that, do this, you that's okay, try this. That's good but now let's do this too. Supplement it with this" (NT3@---HS).

	"Some really useful tips for how to maximize my short time with my students" (NT1@---ES).
	"Because if you're not careful, it could be very easy for a parent to misinterpret what you say and then it could not be good for you" (NT1@---ES).
Looking Back/Looking Forward	"And I feel like … having some of the resources available [most influenced retention]. Knowing that they're [the resources] out there and maybe even knowing that next year we're gonna use more of those. I like these resources, but right now I don't have time for them. So, but I'd really like to explore them" (NT2@---MS).
	"I think maybe give them hope. That oh, okay, I can make this better [next year]" (SL2@---MS).
	"[The mentorship] definitely made this environment more pleasant, which is encouraging for me to come back" (NT2@---MS).
	"[Without the school librarian's support], I'm not sure if I would last. I'm not sure that I would be able to continue going in this field" (NT1@---ES).
	"Just knowing that I had someone to turn to if I had questions or concerns. Or things, areas that needed to be smoothed out" (NT1@---ES).
	"Making sure that I'm up to par because that's a whole part of burnout and resilience. If I don't feel like I'm doing a good job and I know I'm good at something else, I'm going" (NT3@---HS).

Cite This Article

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