

UNIVERSITY OF HARTFORD

**COLLEGE OF EDUCATION,
NURSING AND HEALTH PROFESSIONS**

The Doctoral Program in Educational Leadership presents

Better Mentoring, Better Teaching: Quality Teacher-Mentor Programs at Independent Secondary Private Schools

Monday, April 24, 2017

4:30pm – 6:00pm

Hillyer Hall Room 252

**Dissertation Defense by
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To mitigate the concern of teacher attrition, which is a widespread issue in secondary education, a renewed focus on quality teacher-mentor programs has taken place. This qualitative case study examined newly hired novice and newly hired veteran teachers' reports of their experiences participating in a teacher-mentor program. Charlotte Danielson's (2007) framework for teaching and professional practice was used as the conceptual framework to examine the reflections of newly hired novice and newly hired veteran teachers regarding their participation in a teacher-mentor program. The study site was an independent secondary private school in Connecticut and the participants included nine teachers. The study's main finding, Leadership in Action: Modeling and Balance is a proposed model for teacher-mentor programs that was developed by the researcher. The training and execution of the teacher-mentor program is based on a teaching model adopted by the school, the Harkness Model of Teaching. The researcher developed LAMB in large part from the participants' voices, including their experiences participating in the teacher-mentor program and their emphasis on the Harkness Model of Teaching. Based on the success of this qualitative case study, the researcher recommends to implement teacher-mentor programs that incorporate Danielson's (2007) framework and LAMB.



Katie E. Thorner is a teacher at Avon Old Farms School in the World Language Department. She teaches the upper level Spanish courses and serves in the Administrative role as Director of Student/School Activities. Prior to Avon Old Farms School, she served as the Lead Spanish Instructor at Ursuline Academy in New Orleans, Louisiana. She has also served as a Spanish Instructor at Hartford Youth Scholars Academy at Trinity College. Ms. Thorner holds a graduate degree in Secondary Education, Spanish from Sacred Heart University and an undergraduate degree in both Psychology and Spanish Literature and Language from Syracuse University.