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Teacher mentoring as a community effort.

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Summary: This article presents the findings from a study of a mentoring program for novice mathematics and science teachers, which was provided by their teacher education program. This study reports the findings of interviews with novice math and science teachers, their mentors, and the mentoring program administrators to explore stakeholder perceptions of mentoring support. Findings suggest the importance of using multiple mentoring strategies to develop, support, and retain high-quality math and science teachers in the teaching profession. This study contributes to what is known about the role that teacher education programs may play in mentoring novice math and science teachers who have graduated from their programs.

Classification: D49 B50

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