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ONLINE MENTORING FOR SAM V. CURTIS ELEMENTARY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Instructional Technology

by
Michelle Ann Kendall

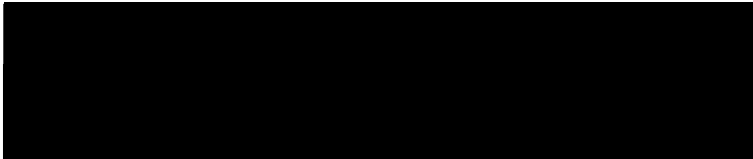
June 2004

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Approved by:



Dr. Eun-Ok Baek, First Reader

6/3/04

Date



Dr. Brian Newberry, Second Reader



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ABSTRACT

In this thesis project, a school website was designed and implemented for Sam V. Curtis Elementary. The purpose of creating this Online Mentoring website was to provide new teachers in this specified school access to all information involving its processes, procedures, and expectations.

Mentoring programs have become wide-spread in the last decade in order to build teacher confidence in their career choice. However, despite these efforts, not all school districts participate in these programs, state budgets are being cut back, and teacher turnover is at an all time high. Many websites are available on The World Wide Web to aid in teaching strategies, curriculum, management, and lessoning planning. However, even as a new teacher struggles to master these topic areas, more challenges face them on a daily basis relating to the responsibilities and expectations set by the administrators.

Using a modified version of the ADDIE design model, a needs analysis was conducted, designing strategies were put into place, a rapid prototype was developed and evaluated, further development was completed, and

implementation was put into action. Findings at this time are inconclusive.

ACKNOWLEDGMENTS

I would like to acknowledge Dr. Eun-Ok Baek, my advisor and first reader of my Master's Project for her constant encouragement and direction. Her patience and expertise is admired and cherished.

In addition, my gratitude is given to the principal of Sam V. Curtis Elementary, Mrs. Robbin Santiago. Her open-mindedness and willingness to work collaboratively on this project is treasured. I look forward to continuous work together on this website.

Lastly, to my husband and best friend, Pete, I express my deepest love and appreciation. He has shown continuous support towards the considerable amount of time spent completing this project.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	v
LIST OF FIGURES	viii
CHAPTER ONE: BACKGROUND	
Introduction	1
Context of the Problem	2
Purpose of the Project	3
Significance of the Project	4
Limitations	5
Definition of Terms	6
CHAPTER TWO: REVIEW OF THE LITERATURE	
Teacher Attrition	7
Attrition Cause and Effect	8
Induction	11
Mentoring	13
Online Mentoring Resources	15
CHAPTER THREE: DESIGN PROCESS	
Description of the Project	18
Analysis	20
Design	21
Development	23
Implementation	25
Project Evaluation	26

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

Introduction	27
Conclusions and Recommendations	28
Summary	29
APPENDIX A: CD OF PROJECT	31
APPENDIX B: ANALYSIS SURVEY	33
APPENDIX C: ANALYSIS SURVEY RESULTS	35
APPENDIX D: FORMATIVE EVALUATION SURVEY	38
APPENDIX E: FORMATIVE EVALUATION SURVEY RESULTS	40
APPENDIX F: COMPREHENSIVE BRAINSTORMING WEB	42
REFERENCES	44

LIST OF FIGURES

Figure 1. Website Prototype 22

CHAPTER ONE

BACKGROUND

Introduction

New teachers are hired to work at a school site and from day one are expected to fulfill all expectations and responsibilities. Trudging through curriculum, management, timelines, and deadlines, an unseasoned teacher can become easily overwhelmed. In addition, all school sites are not alike in daily procedures and expectations. These incidentals can seem foreign even to a teacher who has been teaching for multiple years, upon entering a different school site.

Staff handbooks are helpful in laying out the logistics and basic rules or procedures of a site, however, there are inevitably many more questions and unknowns that remain a mystery until a teacher searches for the answers. Support from school administrators and other staff can vary drastically, and induction programs are not always available. Mentoring programs have been increasingly popular in the educational realm, however, with recent budget cuts it is impossible to rely on having this support consistently in the future. These issues create a "sink or swim" scenario. As a result, new

their first couple years. However, everyone demonstrates a different personality and might not possess these attributes, which can contribute to success. There is too vast amount of general and specific information that a teacher should be expected to know in their first year. Despite this, there are no resources that cover it all. In addition to procedures and processes, learning the curriculum and the culture of the school seem overwhelming and unmanageable. Consequently, an enormous amount of new teachers leave the profession within the first five years (Ingersoll, 1999). Teacher turnover of this nature can seriously harm the productivity and effectiveness of school systems.

Purpose of the Project

The purpose of this project was to develop a school website to provide a resource for new teachers at Sam V. Curtis Elementary. This would make accessible all the school's procedures and expectations in one central location. Information will be provided in great detail, simply structured, and accompanied by diagrams to allow a concrete understanding for all learners. Teachers will have timelines and due dates long in advance to alleviate last minute rescheduling and aid in long range planning.

Site-specific procedures and processes will be discussed in the website to uncover or clarify any questions that might arise on a daily basis. Combined, the aspects covered in this website should lower anxiety levels and create a higher level of confidence. In addition, the gaps of the "unknown" that beginning teachers face should be narrowed. The ultimate goal is to help increase teacher efficiency, confidence, and career satisfaction.

Significance of the Project

Technology has created vast opportunities to aid in retaining teachers and in building self-confidence. Teaching strategies, lesson plans, classroom management, and other vital information are all available through the Internet. However, the procedures and expectations of a specific school site, such as how should report cards be filled out and how to order supplies, are not written in such a manner. They are only learned through "trial and error" or after questioning staff members. The confidence of new teachers needs to be supported within a school site. They should be front-loaded with information that will make them successful and efficient with their time and energy. A site specific website will assist new

teachers in optimizing their abilities from day one, so they hit the ground running.

Limitations

Focusing on one specific school site has created a couple limitations throughout this project and process. First, the school site is staffed with 52 teachers. Five out of 48 educators at Curtis Elementary did not feel comfortable navigating through websites. That contributes to roughly 10% of the selected group, which can impact the effectiveness of the website project. Those teachers will need to be targeted and resurveyed at a later time.

Time was another limitation. Evaluating the website through personal interviews during staff lunches did not allow the time necessary for each teacher to thoroughly investigate the entirety of the site. Key areas were sought out and others glanced at. Extended time would have allowed a more complete evaluation. This will be taken into consideration during the summative evaluation at the end of the school year.

Lastly, having a personal relationship with the subjects surveyed raised a question of complete candidness and aggressive criticism. There is a possibility that more agreeable behavior was shown towards the website because

of this situation, rather than towards an outside or neutral consultant.

Definition of Terms

Literal meanings of "attrition" often include wearing down, slow destruction, and wear and tear. Attrition will be interchangeable with such terms as turnover, exiting, and quitting. For the purpose of this research, attrition will relate directly to teachers leaving their careers as educators.

Induction, on the other hand, is training, orientation, or introduction. This is a key term within this project and can be linked strongly to mentoring.

Another term to be clarified is "staff handbook." Staff handbooks are binders containing documents that specify several procedures and expectations in regards to Curtis Elementary. They are divided into five sections of information: general information, schedules, procedures, discipline, and disaster plan. Each teacher is provided this binder at the beginning of each new school year.

CHAPTER TWO

REVIEW OF THE LITERATURE

Teacher Attrition

Teacher attrition is losing a teacher to other careers, while teacher migration refers to a teacher that relocates from school to school or district to district. Beyond definitions, the fact of the matter is that schools are losing good teachers at a fast rate. Recruiting New Teachers estimates that 20% of public school teachers leave their positions within three years, and 9.3% quit before finishing their first year (Davis, Higdon, Resta & Latiolais, 2002). Some statistics show that in California, more than 50% of all newly hired teachers leave the profession within 5 years (Colbert & Wolff, 1992). In addition, teacher turnover is 50% higher in high-poverty than in low-poverty schools. Consequently, high levels of turnover are found to be both cause and effect of problematic conditions and low performance (Ingersoll, 1999).

First-year teachers face several difficult challenges. In general, they have been licensed to teach, but have not entirely developed their skills and strategies (Chapman, 1983). Once they have trudged through

the rigorous selection process and are thrown into classroom, everything is new. All questions, no matter how small can seem overwhelming, from where to put the desks to how to address all diverse learning needs, from how does this school assess students to how to order classroom supplies. Principals and assistants expect certain standards of professionalism from teachers, including meeting or exceeding their responsibilities. New teachers have to embrace issues of curriculum, instruction, assessment, management, school culture, and the community (Feiman-Nemser, 2003). This information is not learned through credentialing courses.

Attrition Cause and Effect

In the last decade, statements have spread as to the two major contributors that were responsible for a shortage in teachers. These were student enrollment numbers increasing and teachers reaching retirement age. However, less than 20% were due to retirement (Darling-Hammond, 2003). Also, this year's No Child Left Behind Act's requirements created a challenging search for "highly qualified teachers." Again, levels of anxiety heightened, as there was an expectation of a continuing

teacher shortage. The truth is we produce many more qualified teachers than we hire (Darling-Hammond, 2003).

Some readings suggest that numerous factors contribute to teacher attrition. Stress and burnout are problems teachers face in general and relate to intent to leave teaching, but these negative factors do not actually explain why people leave (Billingsley, 1993). However, attributes such as age, school preparation, location, working conditions, lack of materials, inadequate administrative support and low salaries are common reasons associated with teacher turnover (Chapman, 1984).

Exit interviews are the most straightforward method of inquiring why teachers leave their jobs. However, consistency on the part of the institutions, and honesty on the part of the teacher can present a lack of accurate information. According to Ingersoll & Smith (2003), in 1995, hoping to eliminate the in-consistencies, The Teacher Follow-up Survey administered a questionnaire, to a national sample of teachers who had left their teaching jobs the year before. The results showed that 19% left as a result of staffing action, 42% quit because of personal reasons, 39% stated that they exited to pursue another career, and of these, 29% said that dissatisfaction with teaching as a career or specific job was the main factor.

When asked to elaborate, the 29% that were dissatisfied confessed to two main reasons: inadequate salaries and lack of support from the school administration and colleagues.

In more recent studies, it has been discovered that four major factors strongly influence whether and when teachers leave specific schools or the education profession entirely: salaries, working conditions, preparation, and mentoring support in the early years (Darling-Hammond 2002). A solution to this problem might not be right around the corner. School districts will have to recognize the salary and working condition issues, decide whether or not to intervene and rectify the concerns, discuss proposed plans, and take action. Teacher preparation is in the hands of the state and Universities. On the other hand, mentoring support is available as clearly defined district or school site programs or even as informal colleague relationships.

Losing a teacher means losing their familiarity with school practices, experience with the school's curriculum, and involvement with students, parents, and colleagues. As a result, administrators and teachers must spend precious energy and money finding a replacement and bringing him or her up to speed (Johnson & Birkeland, 2003). In new

teachers, effectiveness is greatly increased in their first few years. Students never being allowed to benefit from this because of teacher turnover, immensely reduces productivity in education. The education system never receives its long-term payoff from its investment in novices who exit the teaching profession in or soon after their induction year. Most important, such attrition consigns a large share of students in high-turnover schools to a continual parade of less effective teachers (Darling-Hammond, 2003). This causes great concern about the quality of the public school systems and teaching force. Teachers exiting their careers prematurely not only cause staffing problems but may also harm the school environment and student performance.

Induction

Teacher induction usually takes five to six years to establish an effective, professional teacher. This is the total of all the teacher's experiences from the moment the contract is signed until assessed competency (Wonacott, 2002). All beginning teachers have much to learn. Orienting new teachers entails more than reviewing the staff handbook and more than a 30-minute getting to know you meeting or walk around the campus (Hope, 1999). Even

though orientation may conclude after the first year, induction should continue on to develop the teacher's knowledge and skills.

The nature and content of the induction experience influences beginners' bonding and involvement (Billingsley, 1993). Yee (1990, p.112) stated the following:

The nature of novice teachers' assignments, coupled with the level of support given during the induction period, affects the speed with which professional competence and self-confidence are achieved. Teachers with positive novice experiences- reasonable assignments in terms of load and subject matter, adequate feedback, and especially personal support from mentors and colleagues- are more likely to develop competence and skills required for a satisfying career. Teachers with more negative early experiences are less likely to acquire the tools of the trade or to develop professional involvement and a commitment to staying in teaching.

New teachers need and want opportunities to learn from other teachers' experiences, benefit from a social support, and be given instructions on school procedures and expectations.

Mentoring

Sponsored by varying organizations, mentoring programs have become increasingly common. They are designed to meet goals such as retaining good teachers, providing them with psychological support and instructional assistance, introducing them to the cultures of the school and district, and meeting state licensing requirements. The usage of mentoring is expected to increase drastically with the influx of new teachers emerging (Ganser, 2003). A veteran teacher is paired with a beginning teacher in these mentoring programs, so that the seasoned teacher can pass their knowledge and expertise of teaching strategies, curriculum, culture of the site, and procedures on to the newcomer (Clement, 2003). Relationships between the two participants are usually formed quickly on a professional and personal level.

Mentors are expected to provide a sound induction for new teachers. Their purpose is to eliminate "trial by fire" for teachers' first few years. However, some mentors are not well prepared or trained and can provide more of a disadvantage to the novice teacher. Sometimes mentors only offer help if the teacher asks which is a result of misconception about their role as a mentor. The new

teacher is not thought of as a learner, and the mentor does not see themselves and a teacher (Ganser, 2003). Mentors may not have the ability to explain the fundamentals behind their best practices in the classroom or break down teaching strategies into an understandable form. In addition, they might not be able to design a curriculum set to the strengths and needs of someone else's class. A veteran teacher might be exceptional within their own element, but can have difficulties transferring their expertise into visible and tangible guides for a beginning teacher (Kralik, 2004).

To learn to mentor in educative ways, mentor teachers need opportunities to clarify their vision of good teaching, to see and analyze effective models of mentoring, to develop skills in observing and talking about teaching in analytical, nonjudgmental ways, and to assess new teachers' progress and their own effectiveness as mentors (Ganser, 2003).

A number of studies have found that well-designed mentoring programs raise retention rates for new teachers by improving their attitudes, feelings of efficacy, and instructional skills. For example, The New Teacher Retention Project showed evidence that with collaborative projects and significant assistance; new teachers are

sustained well beyond their first year (Colvin, 1990). However, schools can only produce positive benefits if they are well designed and well supported (Darling-Hammond, 2003). State induction programs have increased from 7 states in 1997 to 33 states in 2002. Only 22 states provide funding for these programs, and not all of the programs provide on-site mentors (Darling-Hammond, 2003). In some locations, mentors provide services for the entire district, which can hinder the expectations of building close relationships and can alter the expected benefits.

Online Mentoring Resources

Recently, the use of technology has risen drastically. A new teacher can virtually learn and gather information on almost any educational topic available. In addition, numerous teacher networks have been created online and are being used as teaching mentoring resources. For example, MentorNet helps high school life science teachers establish email mentorships. Wings Online offers telementoring and information resources to student teachers. Tapped In is an online conferencing facility. In addition, the MERET Project is a mentoring program tailored to beginning teachers and focuses on classroom

management and strategies for teaching reading (MiddleWeb, 2002). Opportunities are limitless. Online teacher development can include, but is not limited to: virtual environments, lesson plans, interest groups, Web-based courses, video conferencing, and communities of people that mentoring each other. Today, educators can use these resources to meet their individualized needs, and help turn them into strengths (Daniel & Cox, 2001).

The greatest and most noticeable change amongst this transition is that the responsibility of professional development and self-effectiveness has been placed more on the new teacher and not as much on the school system or administrators (McKenzie, 1999). The Internet supports collaboration if a teacher needs a mentor's advice, or an array of lesson plans if a teacher needs ideas on how to reach all types of learners. The availability of topic areas is massive and can be accessed anytime, which eliminates the wait on a person within a school site or district. This can be beneficial to a person with a challenging schedule, because it can be tailored and utilized to accommodate a teacher's professional and personal lifestyle.

Several formal teacher online mentoring programs have been developed to achieve one common objective; to help

participants reach standards of best practice and be successful. Teachers at all stages of their careers are surrounded by countless online venues to assist in their individual needs. However, despite the quantity of information available, there is much information and support that is not provided by the World Wide Web. School site specifics that teachers are expected to learn, follow, demonstrate, and complete on a day-to-day basis cannot be found as general public information, because it is so specialized to a small group of professionals. With this information at hand, teachers would then have complete knowledge of their career expectations from the global aspects to the specific school site related procedures and processes.

CHAPTER THREE
DESIGN PROCESS

Description of the Project

This website was developed as a resource tool for all teachers that enter Sam V. Curtis Elementary, unfamiliar with the procedures and expectations set by the administration staff. Even an educator who has been teaching for numerous years can feel the uncertainty of meeting the standards and expectations of a new superior. On top of the daily unknowns, new teachers struggle at different levels with insecurity and confidence in their career. This stems from having to sort through curriculum, culture, and management issues. The World Wide Web has proven to be an excellent resource in providing teachers with teaching strategies and ideas, management techniques, and mentoring consultations. However, as a result of high anxiety without an absolute cure, the trend has shown educators abandoning their jobs and seeking out other career options.

An ultimate goal of this project is to develop a web resource to minimize or eliminate the nervousness and apprehension among new teachers within a specific school site. Even within the same district, schools manage

practices differently, and they are not completely written in any resource because they are frequently altered depending on current situations. A website was designed to include information that relates to the procedures and expectations of a specific school site. An index is available to help guide users through the information. Also, it contains images of documents and step-by-step instructions on how to successfully fulfill all responsibilities.

Instructional Systems Design (ISD) is most commonly used when developing an innovative training program. Hundreds of different ISD models have been created in order to suit the needs of any one individualized project. However, the "ADDIE" model represents a generic foundation in which almost all of these models are based on. (Kruse, 2004) ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation (see figure 1) According to Malachowski (2000), this model can be too systemic and inflexible; therefore, for the purposes of this thesis project some techniques have been implemented from the Rapid Prototype Model. In all, the design process is ultimately engaging in problem solving. This protocol begins with a needs analysis. Then, information is researched, ideas explored, and creations evaluated until

an optimum solution is devised. Rapid prototyping is early modeling of the product. It turns the second stage into participatory design, and brings people with different skills together early in the design process. Intended users are given a glimpse inside the final design and become in part, user-designers (McGriff, 2000). As a matter of fact, strong collaboration helps to build a strong design foundation. Negotiating meaning and sharing perspectives will ultimately produce effective designs.

Analysis

The population targeted for this thesis project is teachers new to Curtis Elementary. Sam V. Curtis Elementary has 52 teachers employed for this school year 2003-2004. Currently, 80% are credential holders, 18% are trainee credential holders, and 6% are emergency permit holders. Teachers for this school average five years of teaching experience compared to the state average of ten years. Within the school year 2003-2004, four new teachers joined Curtis Elementary. In 2202-2003, nine new teachers climbed on board (Great Schools, 2003).

Before beginning construction on this thesis project website, the needs of new teachers had to be defined. In addition, the varying levels of technological savvy had to

be acknowledged, in order to design a site for all types of learners. Surveys were given to all teachers at Sam V. Curtis Elementary School (see Appendix B). The survey was designed to be quick, meanwhile addressing their needs and abilities. From the surveys, data was collected and analyzed (see Appendix C).

Among the 48 educators surveyed at Curtis Elementary, 100% of them favored the concept of having a website to access for information regarding the procedures and expectations at this specific school site. In addition, all surveyed, had accessed or utilized the Internet previously. However, only 89.5% felt capable of navigating through a website. A decision had to be made about the five individuals that did not meet the entry behavior qualifications. The costs versus the benefits were trivial; therefore, it was decided to have tutoring available, if needed, during the first evaluation of the prototype.

Design

Masterminding the logistics of this project started in the design phase. As mentioned earlier, decisions were made to incorporate elements from the Rapid Prototype Model into the ADDIE design of this website. Therefore,

the results from the surveys were analyzed and plans were devised relating to entry behaviors, prototype specifications, and delivery methods. In designing the prototype website for Curtis Elementary, topics were chosen from the survey in which the teacher indicated extreme importance. Using Inspiration software, a brainstorming web was generated as a design for the rapid prototype model (see Figure 1)

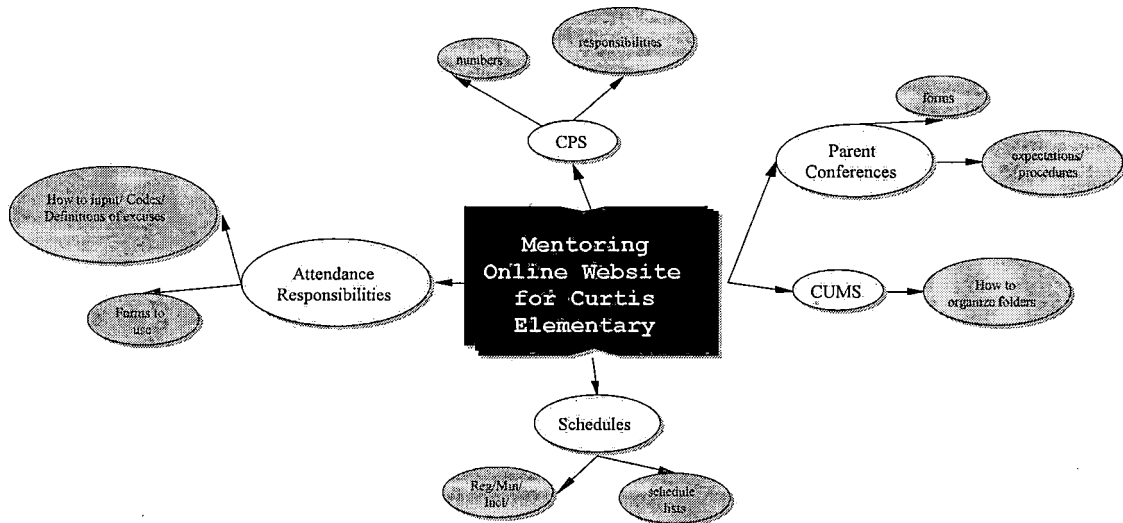


Figure 1. Website Prototype

Taking into account teachers' valuable time and the need for information in a quick and effortless manner, the decision was made not to extend the site beyond a third level of links. In addition, the third level will only be used for displaying forms or other graphics, and have a one-way return route back to the second level link.

Navigation was designed so that the chance of losing one's self in the website would be reduced.

In addition, beginning teachers do not possess the vernacular of the profession when compared to more seasoned teachers. This was taken into careful consideration. As a new website, it is designed in such a way that the same topic might appear in different wording somewhere else in the index of the site. These identical topics, but in different wording, will link to the same page, and as a result, increase the probability of finding information even without knowing the technical terms associated with the subject. Again, the goal is to make a teacher's navigating experience easy and meaningful.

Development

From this layout, a miniature version of the website was created using FrontPage. Simple graphics were chosen from Clip Art and Free Backgrounds.com. All pictures were used sparingly so not to take away from the richness of the information. In addition, tables were used on every page, excluding pages that display forms only, to keep the layout looking organized and uniform.

This skeleton version of the website was developed and burned onto a disk. In turn, it was assessed and

revised to best meet the needs of the educators. In one day, during staff lunch periods, the prototype was tested and a formative evaluation was given to 39 teachers (see Appendix D), and all feedback was recorded (see Appendix E). The categories being assessed were appearance, ease of navigation, clarity of information, and overall effectiveness. Teachers were asked to rate these areas on a scale of 1-3 (3=excellent, 2=fine, 1=dislike), and to communicate any other suggestions on improving the site. In all, 92% of the teachers surveyed stated that the overall effectiveness was "excellent," and 8% determined it to be "fine." Other suggestions were taken into consideration as this project headed into the development stages.

Remaining topics pertinent to teaching at Sam V. Curtis Elementary now had to be added to the design process. The Inspiration template was modified and organized. Displaying such a vast amount of information in a simple and friendly manner became the greatest challenge. If the website appeared to be complicated or overwhelming, the effectiveness would be compromised. Once satisfied with the new layout, the comprehensive website was developed (see Appendix F).

Implementation

Implementation took a combination of different technologies. The Online Mentoring website was constructed using the software FrontPage. However, when uploading to the Internet, Dreamweaver MX allows for an extremely smooth transition. The website file was transferred from FrontPage to Dreamweaver in preparation for uploading. Web space was reserved from Verizon.net and was allocated 10MB. Once assigned an FTP address, the website was uploaded to the Internet. Online Mentoring for Sam V. Curtis Elementary was assigned the hosting address <http://mysite.verizon.net/res79xui/>.

At the school site, authorization was given to place the Online Mentoring website on each classroom computer as the home page. As a result, if an educator at Curtis Elementary opens Internet Explorer, this website automatically appears. This allows easy access without much effort at all. All staff members were notified of the website's availability and were encouraged to use it as frequently as possible. In addition, sticker labels will be produced to place on the monitor of each teacher computer.

Project Evaluation

Ongoing evaluation and revision will in be place indefinitely. A counter will track the demand of each listed topic, and an email account will be available for teachers to send additional questions or topics they would like to see included in the Mentoring Online website. A summative evaluation will be conducted during the last month of the school year. Other evaluations will be conducted at the beginning of the next school year and will target new teachers that begin teaching in Sam V. Curtis Elementary School for 2004-2005.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Research indicates that teacher turnover is high and usually results from feeling overburdened and under supported in their job. Regardless of teaching experience, educators new to a specific site need information on the procedures and expectations they are responsible for. Whether they are a seasoned teacher or not, policies, procedures, and expectations are not congruent from one school site to another. This becomes an added burden on top of becoming familiar with curriculum, management, and culture.

This thesis project was created to design an Online Mentoring website, that will benefit teachers by helping them to feel more confident and efficient through their first couple years. Its focus is to present all procedures and expectations within a specific school site, Curtis Elementary. An analysis of the subjects was implemented first in the design process to ensure this website would met the needs of Curtis Elementary educators. A rapid prototype was created and evaluated early on as part of

the design process, and a formative evaluation was conducted before finalization of the website.

Conclusions and Recommendations

The conclusions and recommendations extracted from the project follows.

1. Modifying ADDIE by pulling in techniques of rapid prototyping enhanced the design process and maximized efficiency. Receiving feedback early in the design process helped set the boundaries of the project and determine the functionality of the website itself. It is important in this web development project to conduct ongoing surveys to scrutinize inconsistencies relating to teachers' expectations. Upcoming evaluations will lead to win-win situations if the teachers continue to embrace collaborative and participatory methods at regular intervals.
2. Educators at Curtis Elementary School will be asked to complete a summative evaluation after full implementation of the website and at the end of the school year 2003-2004. Teachers are the subject matter experts, and by offering

constructive criticisms throughout the implementation phase, it will help in refining the website and creating the finishing touches. It would benefit the process immensely if they provide detailed feedback on the usefulness of the topics and the needs of teachers for the upcoming school year. As a result, the online training environment would be prepared as a comprehensive and effective website.

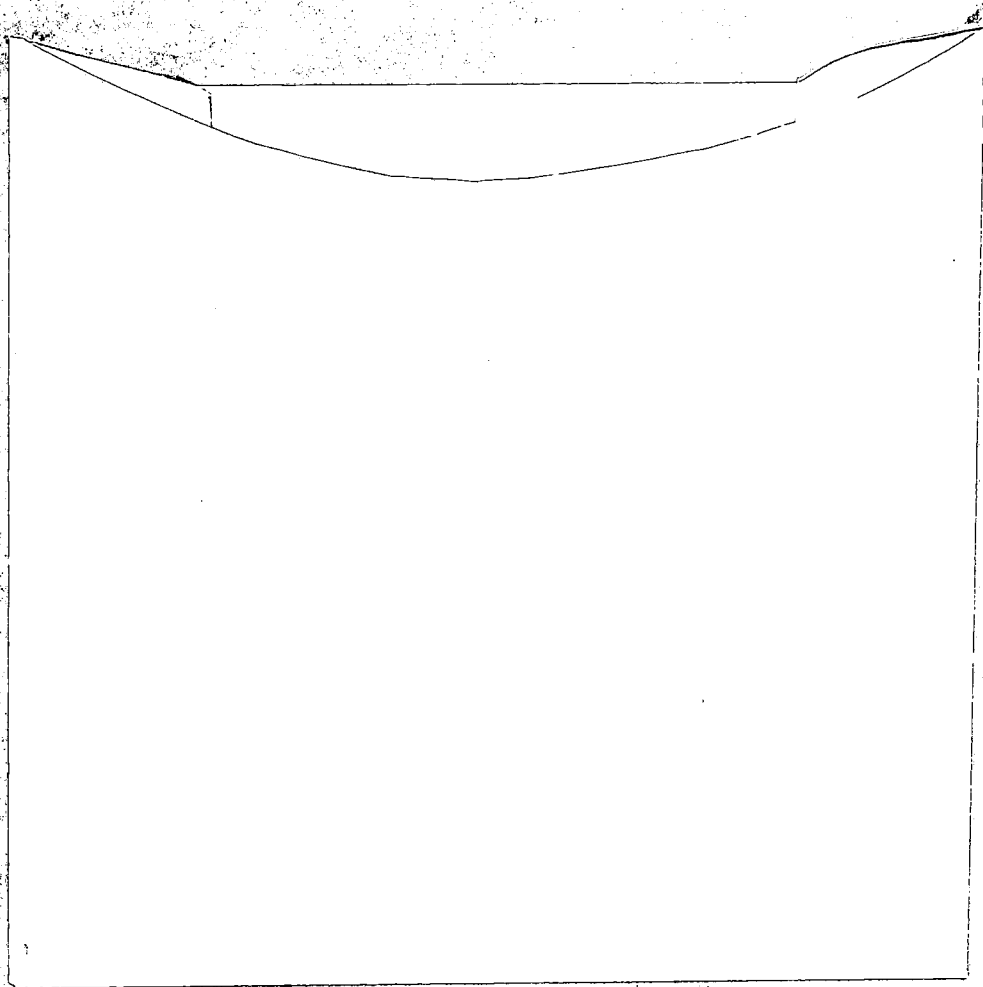
3. New teachers entering Curtis Elementary for the school year 2004-2005 will jump-start this project into a renewed cycle. As a result, it will aid in determining conclusive project results stemming from the website. Teachers' levels of uncertainty will need to be analyzed and then compared after using the Online Mentoring website, for the project to measure effectiveness. Consistent evaluations will create a deeper analysis of their realistic needs.

Summary

Confidence and efficiency will derive from being frontloaded with necessary information to be competent in

daily activities and responsibilities, which is the foundation of the constructed website. In addition, it will allow for more efficient planning and management of professional and personal time. Security will build within new teachers as they successfully accomplish a task the first time, and are not faced with having the disappointment or set back through "trial and error." The Mentoring Online website levels the playing field. It will allow all teachers, new and seasoned, to have the tools to achieve the expectations of the administrators and staff of the school. As a result, educators will feel supported and might not feel as willing to give up on their career choice.

APPENDIX A
CD OF PROJECT



• 100% Cotton Fiber •

APPENDIX B
ANALYSIS SURVEY

Sam V. Curtis Elementary School Teacher Survey

1. How many years have you been teaching? 1 2 3 4 5+
2. How many years have you taught at Sam V. Curtis Elementary School? 1 2 3 4 5+
3. How many years did it take you to feel comfortable with all procedures and expectations at Curtis Elementary? 1 2 3 4 5+
(i.e. Assessments, Cums, Report Cards, Emergency Procedures, Room Environment)
4. How helpful would it have been to have the information on the topics below provided to you at the beginning of your first year?
(3=extremely 2=somewhat 1=not at all)
Write the ranking number in the box.

Please add any other topics you think are important and rank them on the blank lines below.

Room Environment Expectations	Library Scheduling/ AR
Off Track Preparation/ Cleaning/ Sign-Offs	Mandatory Instructional Minutes per Content Area
Report Cards	Student Discipline
Emergency Procedures	Video Authorization
Ordering Supplies / Copies	SSTs/ IEPs
Curriculum Assessments	ELD Requirements
Child Protective Services	End of the Year CUM Folders
5. If this information had been available to you when you started at Curtis, would you have felt more confident in your career choice?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. If this information had been available to you when you started at Curtis, would you have felt more efficient your first year?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Did a mentor or buddy teacher answer these types of questions for you, about procedures and expectations at Curtis Elementary, on a regular basis?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. If a website was easily accessible to you and could answer these same questions, would you use it?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Have you used the Internet before?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Do you feel capable of navigating through a website?	YES NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

APPENDIX C
ANALYSIS SURVEY RESULTS

SURVEY RESULTS

52 TEACHERS ARE EMPLOYED AT CURTIS ELEMENTARY.

48 OR 92% COMPLETED THE SURVEY IN APPENDIX B.

THE RESULTS SHOWN HERE ARE BASED ON THE 48 SURVEYS
COMPLETED.

ALL PERCENTAGES WERE ROUNDED TO THE NEAREST WHOLE NUMBER.

	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS	
TOTAL TEACHING EXPERIENCE	2	4%	10	20%	13	27%	12	25%	11	23%
TEACHING EXPERIENCE AT CURTIS ELEMENTARY	4	8%	6	13%	9	19%	10	20%	9	19%
YEARS TO FEEL COMFORTABLE WITH PROCEDURES AT CURTIS	13	27%	33	69%	2	4%	0	0%	0	0%
							YES		NO	
TEACHER WOULD HAVE FELT MORE CONFIDENT IF INFORMATION WAS AVAILABLE TO THEM							45	94%	3	6%
TEACHER WOULD HAVE FELT MORE EFFICIENT THEIR FIRST YEAR IF INFORMATION WAS AVAILABLE TO THEM							45	94%	3	6%
MENTOR OR BUDDY TEACHER ANSWERED THESE TYPES OF QUESTIONS ON A REGULAR BASIS							37	77%	11	23%
WOULD USE A WEBSITE TO FIND INFORMATION ON THESE TYPES ON QUESTIONS							48	100%	0	0%
USED INTERNET BEFORE							48	100%	0	0%
FEEL COMFORTABLE NAVIGATING THROUGH A WEBSITE							43	90%	5	10%

SURVEY RESULTS

52 TEACHERS ARE EMPLOYED AT CURTIS ELEMENTARY.

48 OR 92% COMPLETED THE SURVEY IN APPENDIX B.

Teaching topics were rated based on how helpful information would have been in the first year of teaching. All ratings were tallied and categorized as an overall total.

TOPICS OF INFORMATION FOR CURTIS ELEMENTARY RANKED ON SURVEY	EXTREMELY	SOMEWHAT	NOT AT ALL
Room Environment Expectations		X	
Off Track Preparation/ Cleaning/		X	
Report Cards	X		
Emergency Procedures		X	
Ordering Copies	X		
Curriculum Assessments	X		
Child Protective Services	X		
Library Scheduling/ AR		X	
Mandatory Instructional Minutes per		X	
Student Discipline		X	
Video Authorization		X	
SSTs/ IEPs		X	
ELD Requirements	X		
End of the Year CUM Folders	X		

TOPICS OF INFORMATION FOR CURTIS ELEMENTARY ADDED AND RANKED ON SURVEY			
Poor Work Notices		X	
Retentions	X		
Class Celebrations		X	
Band		X	
Parent Conferences	X		
Materials-How to access	X		
Accelerated Reading and Math		X	
Schedules	X		

APPENDIX D
FORMATIVE EVALUATION SURVEY

FORMATIVE EVALUATION SURVEY

Teachers were asked to rate the prototype website in the areas below while navigating through the site.
(1=excellent, 2=fine, 3=dislike)

TEACHER	APPEARANCE	EASE OF NAVIGATION	CLARITY	OVERALL EFFECTIVENESS
1	3	3	2	3
2	3	3	3	3
3	3	3	3	3
4	3	3	2	3
5	3	3	3	3
6	3	3	3	3
7	2	3	3	3
8	2	3	2	2
9	3	3	3	3
10	3	3	3	3
11	3	3	3	3
12	2	3	3	3
13	3	3	3	3
14	2	3	3	3
15	3	3	3	3
16	3	3	3	3
17	3	3	3	3
18	3	3	3	3
19	2	3	2	2
20	3	3	3	3
21	3	3	3	3
22	3	3	3	3
23	2	3	2	2
24	2	3	3	3
25	3	3	3	3
26	3	3	3	3
27	3	3	3	3
28	2	3	3	3
29	3	3	3	3
30	3	3	3	3
31	3	3	3	3
32	3	3	2	3
33	3	3	2	3
34	3	3	3	3
35	2	3	3	3
36	3	3	3	3
37	3	3	3	3
38	3	3	3	3
39	3	3	3	3

APPENDIX E
FORMATIVE EVALUATION SURVEY RESULTS

FORMATIVE EVALUATION RESULTS

	EXCELLENT		FINE		DISLIKE	
APPEARANCE	30	77%	9	23%	0	0%
EASE OF NAVIGATIONS	39	100%	0	0%	0	0%
CLARITY	32	82%	7	18%	0	0%
OVERALL EFFECTIVENESS	36	92%	3	8%	0	0%

For all areas ranked at “fine” or “dislike,” suggestions were taken and transcribed at the time of the survey.

All suggestions have been compiled and generalized by topics.

SUGGESTIONS TO REACH EXCELLENCE:

- The attendance screen shows too much information on the first screen. It would be easy to digest if broken down into smaller chunks or additional links.
- It would be nice to have additional links to information regarding child abuse in the CPS section to clarify reasonable doubt.
- I need more information on doing CUMS. Step by step instructions would help out.
- Some links in the Parent Conference section do not connect.
- The phone icon in the district listing covers the words, so it's unclear what the icon is for.
- There are no instructions on how to return to the main page from the district map of schools. By pressing the x to close out, it closes the entire site.
- Colors are complementing, but does every page need to be the same color?

APPENDIX F
COMPREHENSIVE BRAINSTORMING WEB

COMPREHENSIVE WEBSITE BRAINSTORMING WEB
 USING INSPIRATION SOFTWARE



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