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EVALUATION AND IMPLEMENTATION OF A NEW TEACHER MENTORING PROGRAM

By
Tracey M. Eagan

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
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Approved by
Professor

Date Approved _April 14, 2005_

ABSTRACT

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EVALUATION AND IMPLEMENTATION OF A NEW TEACHER MENTORING
PROGRAM
2004/05
Dr. Theodore Johnson
Master of Arts in School Administration

The purpose of this exploratory investigation was to ascertain the effectiveness of a

current mentoring program at Christopher Columbus Charter School and determine the

best ways in which to make the program more effective. Throughout this study, the

researcher surveyed and held informal conversations with the mentors and the mentees

involved to gain insight into the needs of novice teachers. The study was conducted with

a limited number of subjects and a majority of the data gathered was through observation

and informal conversations. The study was conducted over an academic school year.

The study discussed the current mentoring program in practice and identified the areas of

weakness. Together with the researcher, the mentors and mentees discussed

recommendations for improvements needed in the program. Implications for the future

of the program were discussed.

ACKNOWLEDGEMENTS

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CHAPTER 1

Introduction

Focus of the Study

The focus of this study was to evaluate the current mentoring program presently in practice at Christopher Columbus Charter School, in Philadelphia, Pennsylvania. The study was conducted to identify the needs of new teachers at the school and improve the current program. Through this study the researcher identified ways to support new teachers in their first year at the school and increased the number of teachers that remain employed with the school after their first year. The researcher conducted this study because when as a new teacher at this school, the researcher had so many questions and nobody to turn to. Having the support you need as a new teacher greatly reduces your stress level as a novice in a school. A mentoring program that supports new teachers is a very beneficial aspect to a teacher.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the current mentoring practice on new teachers using an action research design. The study resulted in a program designed to meet the needs of new teachers and to support them through their first year. By providing the new teachers with the support they need, the intern hoped to maintain the new faculty members after their first year on staff. Developing a mentoring program where teachers feel supported and comfortable provided for the

successful development needed to create a faculty that can work together to aid in the success of all students. With the increase of the beginning educators leaving the profession before their fifth year of teaching, school districts need to work on implementing strategies to retain these new professionals. Beginning teachers commonly receive the most difficult teaching and advising assignments. They are expected to perform as expertly as experienced teachers, yet oftentimes they are thrown into a situation and not given much support. School administrators need to offer a supportive environment so that faculty and staff do not feel overwhelmed. A positive and supported school environment, in which teachers feel valued and respected, is essential to effective teaching and learning. This type of environment is also important when attempting to attract and retain the best teachers.

Definitions

The mentoring program is a great way support faculty members, as long as the program is effective. A new teacher will find a mentoring program to be an attractive component of their first year if it offers information that will be supportive and useful to the new teacher. By training and supporting new teachers, you increase the chances of retaining them for many years. A mentoring program specifically designed to train new teachers in the policies, procedures, and other pertinent information dealing with the school will increase teacher competence, which directly impacts student achievement. They also have the potential to foster a collaborative learning community for all educators. The program should typically be a minimum of two years because I strongly believe that a one-year program does not supply adequate support for new teachers.

Learning to teach is a developmental process that requires on-going training over many years.

Trained teachers are effective teachers. An organized mentoring program will produce powerful leaders. School districts that provide structured and sustained training for their teachers achieve what every school district seeks to accomplish—improved student learning. Developing a mentoring program will lead to a more motivated faculty and achieve the ultimate goal of personal and organizational growth.

A mentoring program should also inspire and motivate experienced teachers. Through the mentoring process, veteran teachers are given the opportunity to evaluate their own teaching style and share their ideas with others. Mentoring opens doors and helps new faculty begin to become acquainted with the school procedures, policies, and curriculum. Mentoring is not only beneficial for new teachers, it can also help a veteran teacher learn and grow as never before. Ideally, a mentoring program helps to ensure that new teachers have the support that they need to be successful in their first year and enables them to promote student success. In this formulation, mentoring is a mechanism to articulate and share the genius of teaching.

In order for a mentoring program to be successful, administrators need to make the proper provisions for mentors and mentees to come together to review school procedures, prepare for parent /teacher conferences and learn expectations for the upcoming school year. While mentoring programs are not the entire solution, carefully designed mentoring programs can help as a recruitment tool. It can improve teacher retention rates and it can help to improve the skills and knowledge of both new and veteran teachers. Successful mentoring benefits all stakeholders. For school

administrators, mentoring can aid in the recruitment and retention rates. For teacher unions, it represents a new way to serve members and guarantee instructional quality. For teachers, it can represent the difference between success and failure. For parents and students, mentoring results in teachers who are prepared to help all children be successful. The payoff of mentoring is proven to accumulate with time. Each year may show only modest gains, especially during the early stages of a mentoring program. The benefits of mentoring will become more evident as the years pass. School districts will have increased job satisfaction and have a more successful school environment by implementing induction and mentoring programs.

Delimitations

The time for mentors and mentees was the biggest obstacle of this study. All mentors have a full time teaching position as well as the job of being a mentor. This hindered the amount of time the mentor/mentees could meet. Also, because the school is not part of a large district, the number of participants was greatly limited, but all participants were anxious to provide information to improve the mentoring program at Christopher Columbus Charter School. This study was conducted with sixteen faculty members. Mentors were chosen on an as needed basis and all new faculty members were required to participate.

Setting

This study was contained to a middle school, housing grades 5 through 8. The total number of students in the school is 760; however, we house only 295 of them. Of the 760 students, 533 receive either a reduced or free lunch and 70% of the students are classified as part of a low socio-economic status. The average class size is 21 students.

The school is located in South Philadelphia and is independent of other schools in the state. The building was built in 2002 and was funded in great part by Senator Vince Fumo. The students come from all over the Philadelphia area.

There are two Special Education teachers that work with the students at this school. The faculty at the school is small compared to most larger districts. There are 8 female classroom teachers and 3 male classroom teachers. The support staff is comprised of all female teachers as is the administration. There is one other male teacher in the school. He teaches Music to the students. The Art, Italian, Physical Education, and Library teachers are all females. Most of the faculty resides in the Philadelphia area and would be considered middle-class. A few of the teachers live right outside the Philadelphia area, in a nearby suburb.

Significance of the Study

This study found that the needs of beginning teachers on our faculty were met. Within the school, there were 8 teachers that were new to our school. Their levels of experience varied and the level of mentor experience varied as well. Through establishing a mentoring program that is offers a great deal of support we were able to improve the functionality of our teachers. The program will be implemented for the 2005-2006 school year.

Through this mentoring program the new teachers were better prepared for the school year and had a support line to turn to if the need arises. By evaluating this program, the intern was better able to assist new teachers to help them feel successful in their first year and increase the chances of them returning for the following academic year.

Relationship of the Study to the ISLLC

This study related to ISLLC standard 1. Under knowledge standard 1. a. 5. it was stated that the intern has knowledge and understanding of communication. Through this project the intern communicated with all involved to determine the best way to effectively support new teachers. Disposition 1. b. 3. stateed that the intern believes in, values, and is committed to continuous improvement as will be achieved through this program. Performance standard 1. c. 7. stating that the intern will engage in activities that progress toward achieving mission and vision are monitored, assessed and revised as necessary. Under standard 2b, the administrator believes in, values and is commited to continuing professional development and lifelong learning. Performance standard 2. c. 6. states that there will be high expectations for student and staff performance. Through this mentoring program, teachers will be required to perform at a level of excellence, thus meeting high standards set forth in the ISLLC standards.

Organization of the Study

The researcher wrote a chapter 2 which was a literature search that added to suppositions of my hypothesis. In this chapter I located, evaluated, and synthesized information that dealt with my hypothesis. Chapter 3 was the organizational design were I have described the research design. I included information on the research instruments and my data collection. In chapter 4 was an interpretation of the data where the researcher has shared what information that was found and its significance. The final chapter, chapter 5 was the conclusion and recommendations. In this chapter the researcher shared conclusions and their implications. The researcher discussed how this

study effected leadership growth per the dictums of the ISLLC standards. The researcher also made recommendations for further study.

CHAPTER 2

REVIEW OF THE LITERATURE

Mentoring is a critical topic in education today and a favored strategy in U.S. policy initiatives focused on teacher induction. Besides creating new career opportunities for veteran teachers, assigning mentors to work with beginning teachers represents an improvement over the abrupt and unassisted entry into teaching that characterizes the experience of many novices. Still, the promise of mentoring goes beyond helping novices survive their first year of teaching. If mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry. This Digest examines the spread of mentoring in the United States, obstacles to realizing the potential of mentoring as a vehicle of reform, needed research, and selected issues of policy and practice (Feiman-Nemser, 1990).

Despite the variety of mentoring models, effective programs include common elements. These elements clearly emerged from a careful review of the mentoring models and the process established for each. These elements include providing visions for the new teachers in teaching and learning, individualizing support (personal fit), breaking down hierarchical structure, establishing open dialogue and collaborative relationships, providing mutual benefits for mentors and mentees, and establishing learning

communities. The presence of these elements seems critical to establishing and maintaining successful mentoring programs. Educational change has proved difficult to achieve. Educators' beliefs either assist change in practice or inhibit innovation (Schuttloffel, 2000). Most faculty or in-service teacher mentees in these mentoring programs indicate that they have developed a deeper level of understanding and a higher level of confidence by being involved in such a program. Teaching must start where the learner is (Hunt, 1961, p.268). One-on-one mentoring offers individualized support that is usually provided on site. Moreover, the one-on-one mentoring programs give the mentees time to work at their own pace. A good mentoring program should address the specific needs of faculty mentees in their own areas of interest and pedagogical beliefs. One-on-one mentoring programs are viewed as a strength (Thompson et al, 1996). The mentor devises his/her instruction to fit the style, the skill level, and personal interest of the faculty mentee. Faculty members like the fact that they have one-on-one support and their needs can be addressed individually and directly. These mentoring models are typified by a lack of hierarchy in which leadership is from within rather than from above. Instead of a top down, one-way approach, a shared sense of common goal, opportunity, motivation and reward between the mentor and the mentee is the prevailing mentoring paradigm among these cases. Because of the lack of hierarchy, mentors feel comfortable approaching faculty members with comments and work closely with faculty to solve problems, share knowledge and gain expertise. In most cases, mentors and mentees are able to "form not only professional but a personal friendship, too" (Beisser et al, 1997, p.325).

Mentoring is a very dynamic and interactive experience. It is also a great way to promote collaboration among mentors and mentees. Most case studies in mentoring programs emphasize open dialogue for both mentor and mentee to express their feelings, knowledge, and expectations. In most models, mentors and mentees started with a formal needs assessment like the "Individual Mentoring Plan" (MacAuther et al, 1995, p. 50) or informally wrote up a set of goals (Thompson et al 1996; Gonzales et al, 1997; Sprague et al, 1998). A mutual respect and trust developed during the mentoring process as the mentor and mentee worked collaboratively to integrate technology into curricula. This kind of partnership often resulted in collaborative projects. In the case of the University of North Texas model, preservice teachers (the mentees) showcased their work with classroom teachers (the mentors) in their final face to face class meeting (Tyler-Wood et al, 2000).

Most mentoring models are set up as a reciprocal relationship. There are many benefits to mutual mentoring and cross visitation of classes and two-way exchange of teaching ideas are encouraged. Because the mentoring process is dynamic, the roles of mentors gradually change and evolve. Therefore, the benefits for mentors include the opportunity to establish connections with faculty members and to learn about pedagogy expertise from them.

Learning communities established by mentoring relationships encourage collaboration, communication, and team work and provide on-going support for both mentors and mentees. Learning communities emerging from a nurturing and supportive environment allow members to exchange ideas, share experiences, and learn together to accommodate individual learning styles (Stephen & Evans, 2000). In these mentoring

models, learning communities exist within the mentors group, between mentors and mentees, and in the alliance of participating institutions of the mentoring programs.

The structure of the mentoring communities is not linear or hierarchical. Instead, these communities are asymmetric and connected by interaction and collaboration. Mentors get in touch with other peer mentors and share experiences and find solutions for problems within these learning communities. Historically, K-12 teachers tend to be isolated from their peers, so developing a learning community among teachers through mentoring programs is particularly important. This is also the emerging theme found in the extended mentoring models to K-12 environments (MacAurther et al, 1995).

Experience and research support the assertion that the process of learning cannot be imposed upon an individual. Coercion and power relationships are not foundations for learning or the work of mentors. Perspectives on the way adults learn have implications for the identification and preparation of mentors, for the application of mentoring strategies in professional development programs, and for the way mentoring relationships are managed and conducted.

Mentors and mentees valued mentoring relationships where both parties exhibited strong and effective interpersonal skills and where the mentor had the capacity to empathize with the mentee. Mentoring relationships failed or appeared not to flourish where there was a lack of personal compatibility between the mentor and mentee and where the relationship generated inconvenience for one or both parties. Distance between mentor and mentee often caused this sense of inconvenience.

From the review of mentoring in a number of directorates retraining programs there appeared to be broad agreement about the kinds of interpersonal skills required of

mentors. Most mentors adhered to Gray's model (1985) which saw an evolving dynamic in which the mentee grew to be a peer.

The more sophisticated mentoring relationships involved mentors providing a frame of reference for mentees' thinking about their work as well as providing support and guidance in technical matters - akin to Marsick and Watkins "instrumental learning" (Marsick and Watkins, 1990). In one instance a mentor not only provided direct support in matters of student discipline and control, but also addressed the broader issue of the way relationships operated in schools and had implications for approaches to education and the work of teachers. He was challenging the mentee, in this case a beginning teacher, to question some of the assumptions that underpin colleagues' practice.

CHAPTER 3

The Design of the Study

Description of Research Design

This study was conducted by the researcher to determine the effectiveness of the current mentoring program in place at Christopher Columbus Charter School and to revamp the program to better meet the needs of novice teachers. Using a qualitative research design, the researcher conducted an in-depth study of an individual group that was participating required to participate in the mentoring program. Data included interviews to ascertain the needs of the novice teachers, surveys to gain insight into the levels of experience and areas in which teachers felt they could use mentoring. Field notes of observations were also used to track and record useful information and biographical data was kept for research purposes. E-mail statements, as well as informal conversation were used to communicate with the mentors and the mentees throughout the course of the study.

All newly hired teachers were required to participate in the program. They were assigned a seasoned teacher to serve as their mentor. Mentors were selected on a voluntary basis. Any seasoned teacher that wanted to participate was welcomed and then assigned a new teacher. Participants were required to attend a meeting where everyone agreed to participate in this study. The study was conducted over a period of nine months and the subjects were more than willing to provide the needed feedback and complete a survey at the beginning of the study. Unfortunately, this study was conducted

with a limited population at a school in South Philadelphia. The primary subjects were teachers new to the school. Other participants included any seasoned teacher who wished to serve as a mentor to the new teachers. Subjects were not delineated based on gender, race, age, or any demographic considerations.

Research Instruments

The instruments for this study included surveys, e-mail statements, interviews, field notes of observation, biographical data and informal conversations. Two surveys were developed and administered to the participants. The survey given to the mentors consisted of 18 statements about their teaching style and methods, which they were to agree or disagree with. The mentors completed this survey in order for the researcher to gain knowledge about their teaching experiences thus far. The mentees received a survey comprised of 11 questions, some open-ended, some forced choice response. This survey was used so that the researcher could gain some insight into the needs of these new teachers. Both surveys were administered simultaneously.

In order to fill in the gaps that the survey left unanswered, informal interviews were conducted with the participants. The informal interviews occurred in the lunch room, hallways, and in classrooms, and were typically a brief five to ten minute conversation. Through these informal interviews, the researcher was able to gain knowledge of what was working and what needed some tweaking. The researcher collected data as a way of determining the needs of the new teachers and to aid them in their development. E-mail was the most frequently used means of communication for both the mentor/mentees team, as well as keeping the researcher abreast of developments.

Documentation was kept throughout the project, including notes, survey responses and any pertinent information.

Sample and Sampling Technique

The sample population for this study was chosen based on the ten new teachers and the ten mentors assigned to the mentees. Any newly hired teacher at Christopher Columbus Charter School was required to participate. They became the mentees. All seasoned teachers were asked if they would like to participate and the ones that decided to participate became the mentors. The mentor/mentees partnership was set up so that novice teachers could be mentored by a veteran teacher from the same grade-level. An ideal case would have been to partner the mentees with a grade partner, but unfortunately, this was not the case for every partnership. The researcher did this where possible, but for the mentors that did not have a mentee in their grade level, they were assigned to the next most compatible mentor.

Data Collection Approach

The data collection process occurred over the course of September 2004 through May 2005. A survey was issued to gather initial data. Over the course of the study, e-mails, informal conversations and meetings were held to gather data. The data collected was read and analyzed and used to move forward in this project. A majority of the data was collected early on in the project and used to improve the program throughout the year.

Data Analysis Plan

The data the intern was able to collect was read and analyzed. The surveys were used as a starting point to help me decide what changes needed to be made to the current

mentoring program. Through informal observations and interviews, the intern ascertained the information that needed to have changes made.

Evidence that Proves this Project Had an Impact

This project had an impact on the faculty and staff at Christopher Columbus Charter School. It is clearly evidenced by the number of new teachers that plan on returning next year to continue working at the school. Novice teachers were instructed what the content of lesson plans should be. They were also given tips on classroom management and instructional techniques that have worked. Mentors helped acclimate the new teachers to the school culture and familiarize them with the policies and procedures of the school. Responses from the new teachers indicated that the program was extremely beneficial and had a positive impact on their first year, adjusting to the new environment and becoming familiar with the school.

CHAPTER 4

Presentation of Research Findings

Through this study the researcher observed and learned many exciting things. It was clearly evidenced that a mentoring program had a positive impact on teachers and their retention. As of now, all of the new teachers plan on returning for the following school year. As shown in table 1.1 (Appendix C), the success rate of the mentoring program was very high. A major discovery was the need for more than one year of mentoring. After speaking with all of the mentees, it was obvious to the researcher that the new teachers were still in need of mentoring and would benefit from another year of the mentor-mentee relationship.

Several supports were identified as being needed in order to improve the current mentoring program. These included financial support for mentors, along with some form of training.

The mentoring partnership proved to be very valuable in many ways. As illustrated in table 1.2 (Appendix C), the new teachers, along with the mentors reported that there was a gain in observational skills, improved classroom management skills, increased ability to help students become active learners, improved questioning skills and group techniques, increased use of technological devices such as computers, and a positive change in student/teacher relations.

During the nine months of mentoring, the mentor was responsible for helping the mentee become familiar with the curriculum, orienting them to the policies and

procedures of the school, and accelerating the necessary transition to thinking and behaving like a professional educator. A good mentor demonstrates a variety of skills and knowledge that come with experience: "knowing the ropes" of a school district, for example, and understanding the politics of the school community, as well as having access to a network of instructional resources. They need to be willing to be a role model for other teachers and exhibit a strong commitment to the teaching profession. They should also demonstrate good classroom management and feel very comfortable being observed.

As beneficial as a mentoring program is, sometimes, there is the possibility that it is not always feasible. Finding teachers that are willing to be a mentor may pose a challenge. This means that administrators need to come up with alternate solutions to forming the mentor-mentee partnership if this scenario arises.

A great deal goes into organizing and implementing a mentoring program, but in the end, it is well worth it. As the years pass, the benefits of a mentoring program will be more and more obvious. Each year, you should see more and more modest gains, resulting in a well trained staff of teachers, who are competent, confident, and effective teachers.

In addition to these critical tasks, throughout this initial year the mentor was constantly modeling and promoting discussion of a wide range of effective teaching practices. The mentor-mentee partnerships met with one another to discuss ideas, share teaching strategies and acted as a support for one another. Basically, over the past nine months the mentor worked with the mentee to help them survive their first year at the

school. This, by no means, suggests that the new teachers are ready to be set free, left

with no one to turn to in the next school year.

CHAPTER 5

Conclusions, Implications, and Further Study

What were the needs of a first year teacher in a new school?

Through this study the researcher was able to gain a great deal of insight into the needs of new teachers. It seemed that the majority of the new teachers were greatly concerned with becoming acclimated to their new environment. Another concern that was identified was the need to become familiar with the curriculum and the various teaching strategies to best convey this curriculum.

How can we better meet these needs to be a support for the new teachers?

These needs can be met in a variety of ways. Through a mentoring program that lasts more than just one year, new teachers will feel more comfortable and therefore can become more effective teachers.

How did the mentoring program contribute to the success of first year teachers?

The mentoring partnership played a valuable part in the success of the new teachers. The program also enabled seasoned teachers to share the wealth of information they have gained over the years.

Mentoring goes beyond helping novices survive their first year of teaching. If mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry. The hope is that experienced teachers will serve as mentors and models, helping novices learn new pedagogies and socializing them

to new professional norms. This vision of mentoring depends on the partnerships that support professional development for both mentors and new teachers.

Most mentoring programs provide some orientation or training with topics including clinical supervision, research on effective teaching, beginning teacher concerns, and theories of adult learning. Unfortunately, this program did not include any such training and the mentor teachers were given these new responsibilities without a set of standards which they should follow.

Both the mentors and the mentees would benefit greatly if some type of opportunity to analyze their own beliefs, along with some training on how to serve as a mentor was given before they are required to take up their new responsibilities. Mentors are more likely to develop their practice as mentors if they also have opportunities to discuss questions and problems that arise in the course of their work with novices.

ISLLC Standards

This study effected the researcher's leadership growth per the dictums of the ISLLC Standards. While conducting this research, the researcher became a more effective communicator and gained more knowledge and understanding of communication. As stated in ISLLC standard 1, a school administrator is an educational leader who believes in, values, and is committed to reflective practice, the researcher found that through a mentoring practice which requires reflection, teachers can gain a better understanding of their teaching practice and the areas in which they need to improve. Through this project the intern communicated with all involved to determine the best way to effectively support new teachers. ISLLC standard 2c acknowledges that an administrator ensures that the school is organized and aligned for success, and through

a successful mentoring program, the researcher believes this is possible. Also, the researcher remained committed to improving the current mentoring program and strived for continuous improvement as suggested in ISLLC standard 3b which states that an administrator is committed to taking risks and accepting responsibility for school improvement. This study had a strong impact on the researcher and over the course of the past nine months; the researcher has become a more effective, confident, and stronger leader.

The Organization

The mentoring program that was currently in place at Christopher Columbus Charter School is now under serious review. It has been suggested that the program be revised to continue past a new teachers first year. The researcher has proposed that the program be in effect for all new teachers for a minimum of two years. The teachers involved in this study all plan on returning to their teaching position for the 2005-2006 academic year.

Further Study

As a result of this study, there remain a number of pressing questions that cannot yet be answered with confidence. The one that stands out most to the researcher is the amount of time the mentoring program should be. Is there an optimum program length for induction and mentoring programs, beyond which additional time is of diminishing value? Also, the researcher believes a look into whether or not mentoring matters for student growth and achievement should be conducted. Is it possible to document links between teacher participation in mentoring and gains in student outcomes?

All of these questions are valid and warrant further investigation. Current research does not yet provide definitive evidence of the value of mentoring programs in keeping new teachers from leaving the profession; however, it does reveal that there is enough promise to warrant significant further investigation.

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APPENDICES

APPENDIX A

Mentor Survey

Mentor Survey

Please respond to the following statements.

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 =Strongly Disagree

_____1. I see myself as being people-oriented. I enjoy working with other professionals.

_____2. I am a good listener and respect my colleagues

_____3. I am sensitive to the needs and feelings of others.

_____4. I recognize when others need support or independence.

_____5. I want to contribute to the professional development of others and share what I have learned.

_____6. I am willing to find reward in service to someone who needs my assistance.

_____7. I am able to support and help without smothering, parenting or taking charge.

_____8. I see myself as willing to adjust my schedule to meet the needs of others.

_____9. I usually am patient and tolerant when teaching someone.

_____10. I am confident and secure in my knowledge and try to remain up-to-date.

_____11. I enjoy the subject(s) I teach.

_____12. I set high standards for my students and myself.

_____13. I use a variety of teaching methods and my students achieve well.

_____14. Others look to me for information about subject matter and methods of teaching.

_____15. Overall, I see myself as a competent professional.

_____16. I am able to offer assistance in areas that give others problems.

_____17. I am able to explain things at various levels of complexity and detail.

_____18. Others are interested in my professional ideas.

APPENDIX B

Mentee Survey

Please list all your previous teaching experience, including student teaching.

List your three strongest assets as a teacher.

List three areas of concern you have as a new teacher to this school.

List how often you would like to meet with your mentor.

In what ways do you think your mentor teacher will be helpful to you.

Please rate your skills in the following areas:
(1 = developing   2 = confident   3 = accomplished)

___ Lesson planning

___ Planning for a substitute teacher

___ Large group instruction

___ Small group instruction

___ One to one instruction

___ Behavior management

___ Developing and administering informal classroom assessments

___ Planning instructional units

___ Planning and producing instructional materials

___ Planning for students with special needs, including "at risk" and "gifted"

___ Parent conferencing and communication

___ Dealing with crisis in the classroom

___ Establishing rapport with faculty and staff

___ Understanding of teaching/learning styles

___ Understanding of cultural or ethnic differences

___ Ability to set appropriate levels of expectations for student achievement

Please list any area of concern that may not have been addressed.

APPENDIX C

Tables 1.1 & 1.2

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Table 1.1				
Success Rating of Mentoring Program				
	Very successful	Fairly successful	Not very successful	Not at all successful
Improves the quality of beginning teachers	9	1	0	0
Retains beginning teachers	8	1	1	0
Results of 10 people surveyed				

Table 1.2	
Results of Mentoring Support	
	Percent of mentors and mentees who agree
Gained sharper observational Skills	90%
Improved classroom management skills	100%
Increased ability to help students become active learners	80%
Improved questioning skills and group techniques	80%
Increased use of technological devices	90%
Results of 10 people surveyed	