

AN EVALUATION OF  
THE KETTERING CITY SCHOOLS'  
MENTORSHIP PROGRAM

MASTER'S PROJECT

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## CHAPTER ONE

### INTRODUCTION

Mentorship, the indoctrination of a new teacher into the teaching profession, is an exceedingly and increasingly important factor in the field of education today for many of the following reasons.

The first year of teaching can be difficult, taxing, and strenuous for the first-year teacher: lesson planning; discipline; and time/classroom management. Mentoring is an excellent way to help alleviate those situations. Mentorship programs often empower first-year teachers as they let these teachers know that someone cares about their problems, needs, personal and professional growth, and progress. In short, mentorship allows another professional to be available when help is needed. This help may be given in many different ways. For instance, mentors offer valuable resources such as guidance, reference, listening, discussion, brainstorming, and understanding. The first-year teacher is given the opportunity to be part of a team and realize that the team members work together, not alone. The very structure of school buildings is often isolating because teachers are alone in the classroom with their students and without the assistance of other professional staff members. The first-year teacher can be strengthened through team building so that they do not feel

as isolated. The team building component of mentoring communicates that they are an important member of the teaching staff.

The Centerville, Kettering, and Oakwood school districts currently have mentorship programs in place. While these programs differ in structure and use, they are each examples of positive, effective mentorship programs.

In the aforementioned school districts' grant application for building mentorship programs, they stated four purposes of entry-year programs:

1. support first-year teachers
2. develop professional, prepared mentor teachers
3. provide ongoing, professional support for mentor teachers
4. create a collaborative mentor-principal development program and mentor training video series

The most important purpose of any mentorship program is to support first-year teachers. Merely implementing a mentorship program is not enough. Mentors and principals must be properly trained to provide the intended support systems. Mentorship is greatly enhanced when first-year teachers, mentors, and the principals work together.

In addition to the collaborative aspect of an effective mentorship program development of the

professional staff is also important to emphasize the effectiveness of the provided support services.

In an attempt to educate current mentors, future mentors, and principals, the Centerville, Kettering, and Oakwood school districts offered three classes to help prepare principals and potential mentors. Professional Development: Teacher Leadership, Advanced Mentor Training, and a Principal's Workshop were offered from April, 1992 through June, 1993 to develop mentor skills for teachers. These classes were designed to create a "mentor bank" for each of the school districts.

#### Purpose of the Study

The purpose of this study was to evaluate the Kettering City Schools' current mentorship program. The researcher collected data to determine the extent to which the Kettering City Schools' first-year teachers, and those who mentor them, benefit from mentorship in an entry-year program.

#### Methodology

This study was conducted by the use of a mentorship questionnaire which was distributed to 68 Kettering City School mentors, by using the Kettering City Schools' mail system, in November of 1993.

## Definitions

mentoring -- the act of advising a first-year teacher

mentor -- advisor; experienced teacher who advises a first-year teacher

mentee -- first-year/first-time teacher being mentored; (can be a teacher who is returning to teaching after an absence)

first-year teacher -- first-time teacher being mentored; (can be a teacher who is returning to teaching after an absence)

beginning teacher -- first-time teacher being mentored; (can be a teacher who is returning to teaching after an absence)

entry-year program -- program with the purpose of mentoring first-year teachers

collaboration -- working together on a project

## Significance of the Study

Current research suggests that first-year teachers involved in a mentorship program benefit from that entry-year program's support. Therefore, it is this project's contention that mentorship programs are of great value and should be continued or implemented in all school districts. This study's significance was to evaluate the Kettering City Schools' current mentorship program for improvement.

## CHAPTER TWO

### REVIEW OF LITERATURE

Mentoring is essential in the teacher's first year of teaching. Mentorship enables and empowers first-year teachers. It aids them in many areas, such as lesson planning, discipline, and time/classroom management. By employing a well-rounded and well-organized mentorship program, first-year teachers, as well as schools, will be greatly benefited. The following text cites examples of the positive benefits of mentoring on first-year teachers.

Mentoring is a current educational practice combined with entry-year programs. These programs pair veteran educators, most often classroom teachers, with beginning teachers to provide assistance and guidance to the beginning teacher in making a smooth transition into full-time teaching. (Kay, 1990)

Sandra Odell (1990) believes that the primary objective of mentoring beginning teachers is to aid them in their professional growth. The mentor-mentee relationship spans the spectrum from a personally introspective relationship to an objectively analytic relationship.

In another article Douglas Ferraro and Sandra Odell (1992) state that three goals of mentoring have survived the past decade: to provide beginning teachers with guidance and support, to promote professional development, and to retain



beginning teachers.

Their study goes on to suggest that mentoring programs improve beginning teacher retention rates in the teaching profession.

Mentoring is a special relationship between the mentee and experienced mentor teacher and holds tremendous potential for the professional growth of new teachers during the initial years of teaching. This is a critical time for professional development; beginning teachers are establishing patterns and attitudes that may persist throughout a career of teaching. Likewise, mentoring is a teacher development activity that provides a high level of intensive support for the early professional growth of a beginning teacher. (Neal, 1993)

Mentoring, whether a one-to-one relationship or a system of several persons giving assistance to beginning teachers, is characterized by an atmosphere in which mutual trust and belief are the ultimate goals. In such an atmosphere, mentors employ all available resources in order to have an intense impact on the development of the beginning teacher. In this way, mentors are perhaps most effective when they view their role as one of initiating the necessary activities that will facilitate the professional growth of the beginning teacher. (Neal, 1993)

Mentoring requires a commitment to be an active, consistent influence on the professional development of a

beginning teacher. This influence should create and promote necessary experiences and activities that will contribute to the positive growth and competence of the beginning teacher. This is a role for someone who is an excellent teacher (for modeling) and someone who can inspire confidence and trust. Only teachers -- those who are masters of their craft, who can convey its subtleties and nuances to another, and who are willing to provide assistance for the sake of another's growth -- can serve as true mentors. Mentoring is the major part of formal support for new teachers. (Neal, 1993)

One way to understand the idea of mentoring is to look at a number of distinctions written about mentoring. Rieger and Zimpher (1988) differentiate between the ideas of help and assistance, preferring the idea of helper in a helping community. The helper is an experienced teacher who provides help, in this case to other teachers. Rieger and Zimpher view help as socially binding when given freely with no desire for recompense, and when accepted with a sense of duty to help someone else later in a similar situation.

According to Odell (1990) the term "significant mentor" has been used to differentiate the more abstract, interpersonal, life-changing mentoring roles from other more limited mentoring roles. The concepts of comprehensiveness and mutuality are also of importance in

the mentor-mentee's relationship.

The concept of comprehensiveness refers to the number and variety of dimensions encompassed by the mentoring relationship. A truly comprehensive mentoring relationship incorporates the mentee's work, intellectual development, spiritual growth, and personal life. (Odell, 1990)

Odell goes on to state several other positive characteristics of mentors. First is that mentors be people who are unselfish and the second is that they be cooperative; they would be more likely to consent to serving as a mentor in the first place. Other characteristics include being a central contributor to the teaching profession, sharing a similar cognitive style with the beginning teacher, the ability to model commitment to a professional way of life, and the capacity to allow the mentee to decide upon and determine the direction and style of their learning. Furthermore, mentors should have high integrity and expectations, have the ability to motivate their mentees, and have a good sense of humor. Finally, Odell states the mentors should be wise, caring, and committed to the teaching profession, in addition to exhibiting confidence, openness, leadership qualities, empathetic concern, and good interpersonal skills.

Odell (1990) continues that mentor teachers should have at least three to five years of teaching experience. Mentors also need specific wisdom to best serve their

mentee. That specific wisdom would be knowledge of the curriculum and content of teaching, effective instructional strategies and techniques, including problem solving and critical thinking.

Mary and Stephen Hamilton (1992) categorized mentors into four levels. Level One mentors viewed their purpose as developing a relationship with their mentee. Level Two mentors saw their major purpose as introducing options. Level Three mentors stressed character development and providing challenges to their mentees as their purposes, while Level Four mentors worked on developing competence, knowledge, and skill. The Hamiltons state that they found the Level Four mentors were most productive and functional with their mentees.

In a study on mentoring (Magliaro, et al. 1992) identify seven categories in which mentors provide assistance to beginning teachers: 1) encouraging reflection; 2) directing and supporting action; 3) assisting beginning teachers with their work; 4) offering information or products that the mentees could choose to use; 5) providing information and products that mentees must use (ie., procedures and record keeping), 6) professional and personal support: motivation, assurance, welcomed, and cared for; and 7) accepting professional and personal support from the beginning teachers (mentees liked offering assistance to their mentors and gained

professionally from that experience). Mentors that provide a combination of the aforementioned categories were viewed by mentees as being more successful in the mentor-mentee relationship.

Mentoring is vastly complex -- mentors often find themselves in diverse roles such as trusted colleague, developer, symbolizer of experience, coach, supervisor, and educational anthropologist for their mentee. (Head et al., 1993)

## CHAPTER THREE

### METHODOLOGY

In late October and early November, 1993, the researcher constructed a mentorship questionnaire, hereafter know as MQ. The demographic data and questions contained in the MQ were a collaboration of Scott Counts, graduate student; Mr. Frank Spolrich, Personnel Director of the Kettering City Schools; and Dr. James B. Rowley, Education Professor at the University of Dayton. The purpose of the MQ was to gather data on the attitudes of current and former mentors on the Kettering City Schools' current mentorship program.

#### Instrumentation

The MQ consisted of three parts: Part One, Demographic Data -- questions pertaining to when and how often the mentor mentored, special mentorship education, educational level, years teaching, and subject(s)/grade level(s) taught.

Part Two, ten questions on an five-point, likert scale -- this section was intended to gather information about the mentor's attitudes toward mentoring in the Kettering City Schools.

Part Three, two open-ended questions asking how the Kettering City Schools could improve/change its mentorship program and a space for respondent comments, concerns, and/or suggestions. (see Appendix, A) The MQ was confidential as the researcher did not ask for the respondents names.

## Administration

The MQ was mailed through the Kettering City Schools', hereafter known as KCS, interschool mail on Wednesday, November 10, 1993. The MQ was distributed to 1991-1992 and 1992-1993 former mentors, and 1993-1994 current mentors, 65 people in all. Of the 65 current and former mentors 38 were elementary teachers, ten junior high teachers, 15 high school teachers, one psychologist, and one low-incidence coordinator (some mentors taught/mentored more than one grade level). Enclosed with the MQ was a cover letter informing the respondents of the reason for the questionnaire and asking them to return the MQ to the researcher no later than Monday, November 22, 1993. (see Appendix, B) A return reminder was sent to the (aforementioned) respondents on Monday, November 22, 1993. (see Appendix, C)

## Data Analysis

During December, 1993, the researcher analyzed and compiled the data collected with the MQ's. The analysis contained data frequency counts and response categorization and qualification.

### Part One: Subject Demographic Data

The researcher tallied the data given where appropriate; figured percentages based on the frequency of responses to given questions where appropriate; created tables where appropriate; and averaged given responses where appropriate.

## Part Two: Ten Likert Scale Responses

In Part Two the researcher tallied all responses to the given statements and divided the total responses by the total number of respondents to each statement to attain percentages. Comments were categorized and listed after each statement. Like comments were categorized together. Numbers proceed all comments given. That number indicates the frequency of each comment. Discussion follows all statements and comments.

## Part Three: Open-Ended Questions, Comments, Concerns, and/or Suggestions

In Part Three, Open-Ended Questions, Comments, Concerns, and/or Suggestions, the researcher numbered and categorized all comments, concerns, and suggestions. Again, like responses were categorized together with discussion following.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The researcher, using the MQ as the primary data collection device, found the following information. The group surveyed was made up of mentors from the last three school years: 1991-1992, 1992-1993, and 1993-1994. All data is reported as exact as possible.

#### Results of Part One: Subject Demographic Data

The researcher gathered data from 26 mentors from the 1991-1992 school year, 16 from the 1992-1993 school year, and 20 from the 1993-1994 school year. Of the mentors surveyed, 11 (21%) had completed EDT 513: Mentorship Training with Dr. James B. Rowley, while 42 (79%) had not, and 4 (9%) had completed EDT 646: Advanced Mentorship Training also with Dr. James B. Rowley while the majority, 42 (91%), had not.

41 mentors were in the same subject areas/grade levels as their mentee with only 6 mentors being in different subject areas/grade levels.

18 mentors had formally mentored before while 37 mentors had not previously mentored. Of the 18 mentors who had mentored before, 13 had mentored one time, two had mentored two times, and three had mentored three times.

Mentors surveyed had an average of 18.7 years of teaching experience, 25 held Bachelor's Degrees and 23 held Master's Degrees.

As Table One indicates the vast majority of mentors were elementary teachers. This may be attributed to the trend in the KCS of increasing elementary age students, where as the junior high and high school students were not growing at that time.

Table 1  
Mentor Grade Levels Taught: 1991-1993

	1991-1992	1992-1993	1993-1994	Total
Elementary	15	6	13	29 *
Junior High	5	2	2	8 *
High School	2	5	3	11 *
Elementary/Junior High	0	1	0	1 *
Junior High/High School	1	1	1	3 *
Elementary/Junior High/ High School	3	0	3	3 *

Source: Mentorship Questionnaire, November, 1993

\* The reason for the discrepancies in grade level numbers and totals is the fact that some mentors mentored more than once in different years but answered for each mentorship year on one questionnaire.

## Results of Part Two: 10 Likert Scale Responses

Part Two, the 10 likert scale responses, was developed to gather attitudinal information of mentors toward mentoring in the KCS mentor program. In this section the 10 responses are stated, followed by a brief discussion. In those cases where the respondent chose to make comment(s), that/those comment(s) are listed below the numerical data (the number in front of the comment is the number of respondents making like comments).

1) I was adequately prepared to serve as a mentor teacher.

Number of Respondents: 36	
Strongly Disagree:	(1) 2.7%
Disagree:	(6) 16.6%
Undecided:	(2) 5.5%
Agree:	(19) 52.7%
Strongly Agree:	(8) 22.2%

Comments: 4 -- I did not take the mentor classes until I was already mentoring. I should have taken them first.

3 -- I was informed two days before the August mentoring workshop.

2 -- I had a special mentor meeting with Mr. Spolrich that seemed adequate and I also met with building principal.

1 -- I have not had enough time to evaluate this question as I have only mentored for three months.

1 -- I've been around. I have some ideas on how things should be. I communicate that effectively. I'm

a good listener and am sensitive to my mentee's concerns.

Response One indicates that 19 (52.7%) respondents agree and eight (22.2%) respondents strongly agree that they were adequately prepared to serve as a mentor. This is interesting because 79% of the MQ respondents did not take Dr. Rowley's Mentorship Training class Education 513 and 91% did not take the Advanced Mentor Training class Education 646. This may be a result of Mr. Spolrich's one day, before-school mentorship seminar, or it could be that their sense of being prepared was based upon a limited conception of mentoring.

- 2) The current method used to select mentors in the Kettering City Schools is adequate.

Number of Respondents:	50
Strongly Disagree:	(1) 2%
Disagree:	(8) 16%
Undecided:	(23) 46%
Agree:	(16) 32%
Strongly Agree:	(2) 4%

Comments: 14 -- I don't know what method they use.

2 -- When the mentor is not in the same grade level/subject as the mentee it can be a bad situation for the mentee.

1 -- I was the only teacher teaching mentee's subject matter.

1 -- Method? I thought it was volunteer.

64% of the respondents were undecided, disagreed, and strongly disagreed that the KCS mentor selection process was

adequate. This may be attributed to the perception that the KCS selection process is arbitrary and that there does not seem to be any systematic method in the selection of mentors.

3) I was supported by my principal in my work as a mentor teacher.

Number of Respondents:	52
Strongly Disagree:	(1) 1.9%
Disagree:	(6) 11.5%
Undecided:	(11) 21.1%
Agree:	(25) 48%
Strongly Agree:	(9) 17.3%

Comments: 1 -- Principal thought that I was the best candidate.

There was no follow-up.

1 -- Principal usually does not get involved but asks how things are going.

1 -- Principal seemed to have confidence in me and my enthusiasm for the project.

1 -- No, my principal does not support my work.

1 -- No principal input.

1 -- Principal recommended me.

1 -- My principal is helpful.

1 -- My principal was always supportive.

1 -- In the scheme of things it was not high on the priority list.

65.3% of the 52 respondents stated that they felt supported by their principals. 34.4% were undecided and/or disagreed. These findings might be attributed to the fact that the term "supported" may have been interpreted relatively and/or viewed

as vague. Perhaps the question should have been worded differently. (re: My mentor, my principal, and I collaborated together regarding my mentor's mentorship.)

- 4) Dr. Rowley's Mentorship Training class(es) was/were helpful/useful to me in my mentoring. (If you have not taken this class/these classes please leave this question blank.)

Number of Respondents: 15  
 Strongly Disagree: (0)  
 Disagree: (0)  
 Undecided: (4) 26.6%  
 Agree: (8) 53.3%  
 Strongly Agree: (3) 20%

Comments: 2 -- Helpful as a forum for hearing ideas; very loosely structured.

1 -- I didn't realize all there was to it.

Item 4 had 15 respondents of which 73.3% believed that Dr. Rowley's Mentorship Training class(es) were helpful/useful in the course of their mentoring while 26.6% were undecided as to the training's helpfulness and/or usefulness. This may be because the mentors viewed any "extra" education, in regards to mentorship, with appreciation.

- 5) I would like to be a mentor teacher again.

Number of Respondents: 51  
 Strongly Disagree: (2) 3.9%  
 Disagree: (1) 1.9%  
 Undecided: (11) 21.5%  
 Agree: (24) 47%  
 Strongly Agree: (13) 25.4%

Comments: 2 -- I enjoy helping new teachers.

1 -- I would if it was at my grade level.

1 -- I would like more formal preparation

(class/education) before doing it again.

2 -- I would if at the same grade level and the same school.

2 -- I am retiring, but I would if I were not.

1 -- It is essential that "new" teachers are brought along and supported.

1 -- I would if I am needed -- it is very time consuming.

The vast majority, 93.9% of respondents, stated that they would like to serve as a mentor again. This may indicate that mentoring in the KCS is generally satisfying or that mentors felt that mentoring added to their own professional growth as well as their mentees.

6) Mentoring has contributed to my own professional growth as a teacher.

Number of Respondents: 53  
 Strongly Disagree: (2) 3.7%  
 Disagree: (3) 5.6%  
 Undecided: (8) 15%  
 Agree: (31) 58.4%  
 Strongly Agree: (9) 16.9%

Comments: 4 -- I got ideas from new teachers, too -- in some ways, their youth and fresh perspective remotivated me!

1 -- Not so far.

1 -- Makes you really aware of your strengths and weaknesses as a teacher -- professional as well as personal.

1 -- Program is helpful when dealing with other staff members and student teachers.

1 -- Release time to visit another classroom was helpful.

1 -- I try to be a good role model for my mentee, therefore I feel I am a better teacher; I try to practice what I preach.

Again the vast majority of respondents felt that mentoring contributed to their own professional growth, with 75.3% agreeing and/or strongly agreeing. This high percentage of agreement may be the result of interacting with another teacher and actually examining what teachers do -- something many teachers never have the opportunity to do as teaching can be an isolating profession.



7) I feel that I have made a positive difference in the professional life of my mentee.

Number of Respondents: 54  
 Strongly Disagree: (1) 1.8%  
 Disagree: (3) 5.5%  
 Undecided: (10) 18.5%  
 Agree: (33) 61.1%  
 Strongly Agree: (7) 12.9%

Comments: 1 -- I was able to give him/her past lesson plans and meet with him/her when needed.

2 -- I can only hope, we never really discussed it.

1 -- We had little time together and she was not new to teaching, just new to Kettering.

1 -- She may not say so ... or be able to reflect on all this yet ...

1 -- My mentee seems open to all that's discussed.

1 -- She does come to me with questions/concerns, but she is very capable and able to make sound decisions on her own.

1 -- 2 out of 3.

1 -- I hope I've been encouraging, supportive, and able to share effective strategies.

1 -- My mentee has taught for 3 years and I feel she was already a "pro". She feels comfortable asking for help when needed; a new teacher may not feel this way.

74% of the respondents felt that they had made a positive difference in their mentee's professional life. This may be attributed to the fact that when the mentors began teaching

there was no mentorship program to help them during their first year and that the mentors felt that any help was better than no help. Again, processing what teachers do may add to the belief that the mentors felt that they were positive influences.

8) I had adequate time to devote to mentoring.

Number of Respondents:	54
Strongly Disagree:	(3) 5.5%
Disagree:	(20) 37%
Undecided:	(5) 9.2%
Agree:	(24) 44.4%
Strongly Agree:	(2) 3.7%

Comments: 1 -- Do we ever have enough time? No, I feel that it's hard to get together and discuss how he is doing and if there are any problems.

5 -- My mentee teaches 1/2 day versus my full day. It is difficult to get together as our school hours are so different; sometimes another "after school" job prevents our getting together.

1 -- Not always.

1 -- Only because I was teaching 1/2 day at that time.

1 -- This is partly why I was not very good.

Item Eight indicates that the mentor's time allocation to mentoring may be inadequate. 51.7% of the respondents were undecided, disagreed, and strongly disagreed while 48.1% agreed and strongly agreed.

9) My age and my mentee's age difference was not a factor in our mentor/mentee relationship.

Number of Respondents: 53  
 Strongly Disagree: (1) 1.8%  
 Disagree: 0  
 Undecided: (2) 3.7%  
 Agree: (21) 39.6%  
 Strongly Agree: (29) 54.7%

Comments: 1 -- We were of similar ages because she was coming back into teaching.

1 -- Age has never been a barrier.

1 -- I didn't think it was a problem. We are around the same age.

Mentor/Mentee's age difference was not perceived as a factor with 94.3% stating that age difference was of no importance. The researcher found this interesting for the simple reason that many veteran teachers often have differing educational philosophies than those of beginning teachers.

10) My gender and my mentee's gender was not a factor in our mentor/mentee relationship.

Number of Respondents: 50  
 Strongly Disagree: (1) 2%  
 Disagree: 0  
 Undecided: (1) 2%  
 Agree: (18) 36%  
 Strongly Agree: (30) 60%

Comments: 1 -- All females -- 2 mentees/1 mentor.

2 -- I've only mentored the same gender as me so I can't answer this question. I would hope it wouldn't make a difference.

1 -- Have never experienced this.

Again mentor/mentee's gender was not perceived as a factor with 96% stating that gender was of no importance. This may be attributed to the fact that teaching is perceived as a genderless profession.

Results Part Three:  
Two Open-Ended Questions and Comments,  
Concerns, and/or Suggestions

Section three consisted of two, open-ended questions, comments, concerns, and/or suggestions. The mentor's responses to this section are categorized below. (18 respondents made no responses) The number in front of the responses indicates the frequency of each response. Similar responses were categorized and placed together.

- 1) What specific recommendation, if any, would you suggest to improve the Kettering City Schools' Mentorship Program?
  - 1 -- none, it's great
  - 1 -- mentor meetings
  - 1 -- mentor involved on new teacher interviews before hiring new teacher
  - 1 -- feedback
  - 1 -- not giving up planning period to mentor
  - 1 -- more mentor preparation time
  - 2 -- inservice/education should be given/received before mentoring takes place
  - 2 -- good program
  - 2 -- release time for conferencing with mentee
  - 2 -- mentor/mentee should be in same building
  - 2 -- more mentor/mentee guidelines
  - 3 -- only experienced (15 to 25 year veterans) should be used as mentors

- 3 -- extra planning period for mentoring
- 3 -- mentor/mentee should be in the same grade level
- 3 -- mentors need more training
- 4 -- need for joint/common mentor/mentee planning period
- 7 -- need for more mentor/mentee communication time

The most frequent comments pertained to the need for ample communication time for mentors and mentees (48%). Respondents suggested that mentors and mentees share a common planning period or that they be provided with extra planning time to plan, meet, and confer. Other comments pertained to the need for mentors and mentees to be in the same building, grade level, and/or subject area(s) (12%).

- 2) If you could change one factor or aspect of the Kettering City Schools' Mentorship Program what would it be and why?
- 1 -- mentor pay is not necessary
  - 1 -- more mentor training
  - 1 -- mentorships should be spread around; not always given to the same teachers
  - 1 -- more mentor observations of mentee
  - 1 -- eliminate three Centerville after-school sessions -- not needed
  - 3 -- better mentor training
  - 3 -- mentor need for more time to devote to mentee
  - 5 -- more mentor pay
  - 7 -- more mentor preparation time and mentor/mentee meeting during summer

When asked what one aspect of the Kettering City Schools' mentorship program past and current mentors would change, the majority of respondents stated that they felt the need for more/better mentor preparation and/or training (43%). One other comment that stood out was that 21% of the respondents believed that mentors deserved more pay for mentoring. One (4%) respondent stated the mentor pay was not necessary. No respondent stated why they made their comment.

Are there any other comments, concerns, or suggestions you would like to make relative to the Kettering City Schools Mentorship Program?

- 1 -- good to have time off to observe and work with mentee
- 1 -- most of mentor's work would have been done by veteran teachers anyway as a common courtesy -- the only difference was that mentors got paid
- 1 -- mentorship program should be longer than one year
- 1 -- mentorship program should be taken more seriously
- 1 -- mentor's mentee did not need them
- 1 -- what happens when mentee is a poor teacher and mentor feels they are blamed by administration?
- 1 -- good idea -- my mentee did a poor job and did not/could not do things that I asked her to do
- 2 -- mentorship is only an advice service -- program must be more aggressive

Of the 62 MQ respondents only nine made response to this section (14%). This small number of respondents does not lend

itself to much discussion. Two respondents (3%) felt that Kettering's mentorship program should be more aggressive. They perceived the program to be nothing more than an advice service.



CHAPTER FIVE  
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to evaluate the Kettering City Schools' mentorship program. This evaluation was intended to aid in the improvement of this program.

In Chapter One, Introduction, the researcher outlines and defines mentorship and mentorship programs. The reasons why mentorship programs are necessary and valuable are stated.

Chapter Two, Literature Review, is a review of the current literature written about teacher mentoring and mentorship programs.

Chapter Three, Methodology, states how the researcher constructed, designed, and administered the MQ. It also outlines how the data gathered with the MQ was recorded and analyzed. A description of the three sections of the MQ is provided.

In Chapter Four, Results and Discussion, the researcher reports the data findings and discusses that data. The reportings include frequencies, percentages, a table, likert scale results, comments, and discussion.

This chapter, Chapter Five, Summary, Conclusions, and Implications, reviews and summarizes the previous four chapters, draws conclusions from the gathered data, and makes implications for the improvement of the Kettering City Schools' Mentorship Program.

## CONCLUSIONS

Conclusion 1 -- The majority of MQ respondents, 74.9%, agreed and/or strongly agreed that they were adequately prepared to serve as a mentor teacher.

75.5% of the respondents felt mentoring contributed to their own professional development.

73.3% of the respondents stated that they found the Education 513: Professional Development: Teacher Leadership and Education 646: Advanced Mentor Training useful and helpful.

Implications -- While the respondents stated that they were adequately prepared to perform as a mentor teacher the researcher feels that all future, potential mentors be required to take Education 513 at least, and preferably Education 646 also. The researcher believes that future mentors would benefit from the/these class(es). The class(es) offer much information and resources on mentoring that could prove to be useful in future mentoring situations.

Conclusion 2 -- The researcher concludes the current method to select members in the KCS is inadequate. 64% of the respondents strongly disagreed, disagreed, and/or were undecided about the current method of selection. Currently, the selection is viewed as random and arbitrary -- often done unsystematically by building principals.

Implications -- The KCS should establish a Mentorship Committee. The committee will be charged with establishing written guidelines for who may mentor and the mentor's

responsibilities and rights -- possibly creating a "mentor bank". This committee's guidelines could end the perceived random and arbitrary selection of mentors.

Conclusion 3 -- While the MQ data suggests that approximately two-thirds of the respondents feel that they were supported by their principal in their mentoring, one-third stated that they were not supported. The data suggests that more collaboration may be necessary.

Implications -- The researcher suggests the principals, mentors, and mentees work in a more collaborative manner. This may be gained through a seminar, workshop, and/or class in collaborative learning and/or working -- possibly team building.

Conclusion 4 -- 51.7% strongly disagreed, disagreed, and/or were undecided that they did not have adequate time to devote to mentoring. 48.1% felt they had enough time to devote to mentoring.

Implications -- Mentors and mentees must have adequate time allotted to meet, discuss, plan, and collaborate. The researcher suggests that there are many possible ways to handle this situation in a more positive manner. One method would be that during the entry year the mentor and mentee have an extra planning period, "a mentorship period", so that they could meet on a regular basis. Another option would be that the mentor and mentee have a common planning period. Both of the (aforementioned) methods would be better than the current situation -- separate planning times -- mentoring done on your

own time.

Conclusion 5 -- Age and/or gender were not viewed as issues. Approximately 95% of the respondents stated that age and/or gender differences were not factors in the mentor/mentee relationship.

Implications -- Mentors and mentees should continue to be paired in any combination.

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MENTORSHIP QUESTIONNAIRE

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PART 1

Were you a mentor during the school year: \_\_\_\_\_ 1991-1992 \_\_\_\_\_ 1992-1993  
 \_\_\_\_\_ 1993-1994

Have you taken EDT 513: Mentorship Training with Dr. James B. Rowley? \_\_\_\_\_ yes \_\_\_\_\_ no

Have you taken EDT 646: Advanced Mentorship Training with Dr. James B. Rowley? \_\_\_\_\_ yes \_\_\_\_\_ no

Were you and your mentee in the same subject area/grade level? \_\_\_\_\_ yes \_\_\_\_\_ no

Have you formally mentored before? \_\_\_\_\_ yes \_\_\_\_\_ no

-- If yes, how many times \_\_\_\_\_.

Years of teaching experience: \_\_\_\_\_ years

Do you have a : \_\_\_\_\_ Bachelor's Degree \_\_\_\_\_ Master's Degree

Grade level taught: \_\_\_\_\_ Elementary \_\_\_\_\_ Junior High \_\_\_\_\_ High School

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PART 2

Please mark your degree of agreement or disagreement with each of the following statements by circling the letter that best represents your response. Space has been provided below each item to make additional comments.

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1) I was adequately prepared to serve as a mentor teacher.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

2) The current method used to select mentors in the Kettering City Schools is adequate.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

3) I was supported by my principal in my work as a mentor teacher.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

4) Dr. Rowley's Mentorship Training class(es) was/were helpful/useful to me in my mentoring. (If you have not taken this class/these classes please leave this question blank.)

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

5) I would like to be a mentor teacher again.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

6) Mentoring has contributed to my own professional growth as a teacher.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:



7) I feel that I have made a positive difference in the professional life of my mentee.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

8) I had adequate time to devote to mentoring.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

9) My age and my mentee's age difference was not a factor in our mentor/mentee relationship.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

10) My gender and my mentee's gender was not a factor in our mentor/mentee relationship.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_  
Strongly Disagree Disagree Undecided Agree Strongly Agree

Comments:

PART 3

- 1) What specific recommendation, if any, would you suggest to improve the Kettering City Schools' Mentorship Program?
  
- 2) If you could change one factor or aspect of the Kettering City Schools' Mentorship Program what would it be and why?

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Are there any other comments, concerns, or suggestions you would like to make relative to the Kettering City Schools Mentorship Program?

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Please return to Scott Counts at Indian Riffle Elementary by November 22, 1993.

Thank you.

INDIAN RIFFLE ELEMENTARY

3090 Glengarry Drive  
Kettering, Ohio 45420-1227

November 10, 1993

Dear Current and/or Former Mentor:

I am currently gathering data for my Master's Project which is an evaluation of the Kettering City Schools' Mentorship Program.

Your insight and opinions as a mentor are highly valued. I also need your feedback in order to better serve new teachers in the Kettering City Schools.

Please take time to complete the enclosed questionnaire and return it to me at Indian Riffle by November 22, 1993.

Thank you for your time,

Scott Counts

