

## CHAPTER ONE

### THE PROBLEM

What is the cause of the alarming attrition rate in the early years of teaching? Some blame the quality of those who enter teaching; others point to the teacher education programs that prepare them. While much has been shared about the causes of this alarming attrition rate, in recent years educators have turned their attention to such solutions as formal induction and mentoring programs. These programs have been developed to focus on teachers in the early years of their careers, because these teachers tend to leave education in disproportionate numbers.

#### Historical Perspective

Throughout history, mentoring has been used to develop the most promising individuals into leaders, but in recent years, it has come to be viewed as a promising way to enable all people to become more successful. The attempt to make mentoring become all encompassing and to help all become more successful makes it even more important to examine closely the mentoring process and its implementation (Scott, 1992).

The term mentor originated in Homer's *Odyssey* when Odysseus gave the responsibility of nurturing and educating his son Telemachus to a wise and learned man named Mentor. Mentor's responsibility included making Telemachus aware

of the mistakes he made without having Telemachus become rebellious. One of Mentor's goals was to guide Telemachus so as to help him learn from his own errors in judgment. It was further concluded from the *Odyssey*, that modeling a standard and style of behavior is a central quality of mentoring and that mentoring is intentional, nurturing, insightful, and supportive (Cowper, 1931).

Freedman (1993) traced the history of the mentoring movement in the United States, beginning with the program called Friendly Visiting in the final quarters of the 19<sup>th</sup> century, which was an effort to provide middle-class role models for poor children. Friendly Visiting had collapsed by the turn of the century but was followed by Big Brothers, begun by the Men's Presbyterian Church of New York in December 1904.

The Conant Report of 1963 was among the first in the literature to call attention to the need for support for beginning teachers through mentoring (Huffman & Leak, 1986). Since that time, numerous researchers have studied the role of the beginning teacher and induction programs designed to assist the beginning teacher during the first year of teaching.

Crockett and Smink (1991) addressed the differences in various mentoring programs. They categorized mentoring programs as (a) school programs operated by school personnel at either individual school sites or the district level, or (b)

higher education sponsored programs, which are collaborations between schools and colleges.

Mentoring in education, as in mythological mentoring, is an old practice of experienced teachers passing on their expertise and wisdom to new professional colleagues faced with the many challenges of infusing theory and practice.

According to Little (1990) the ancient practice is rapidly advancing as school districts expose new teachers to a workplace where beginning teachers and experienced teachers have mentors to help them cope with dissatisfactions, disappointments, and other environmental difficulties associated with teaching.

In 1985, the Virginia Department of Education adopted the Beginning Teacher Assistance Program (BTAP), which was designed to assist beginning teachers during their first two years in becoming competent employees. According to Medley, Rosenblum, and Vance (1989) BTAP included competency levels, performance criteria, a system of assessment, and training measures. In 1991, the Virginia Department of Education rescinded the Beginning Teacher Assistance Program; however, school divisions were given opportunities to submit grant proposals that would address the needs of beginning teachers.

In spring of 1999, the Virginia General Assembly promulgated the Education Accountability and Quality Enhancement Act (HB2710/SB1145). This Act directed school boards throughout the commonwealth to provide mentor teachers

to probationary teachers, with no prior successful teaching experience. It specified various guidelines for mentor teacher programs.

In 1991, the Newport News School Division's staff development administrators submitted a teacher mentoring grant proposal to the Virginia Department of Education. The mentoring program was designed to ensure a degree of stability in the division's instructional efforts, to boost the morale of the beginning teachers participating in the program, to acclimate beginning teachers to the policies and procedures of the division, and to provide professional and personal support during the first year of teaching. Implementation of the mentoring program was fully supported by the Newport News School Board. The board felt that the program provided opportunities for beginning teachers to get off to a good start, successfully adapt to teaching, and choose to remain in the profession, thus minimizing teacher turnover.

In 1995, subsequent to the operation of the school divisions' teacher mentoring program for four years, the school system program administrators began collaborating with both Christopher Newport University and Hampton University in an effort to enhance the program's training goals and objectives. While the program administrators continue to collaborate with the two local universities, the teacher-mentoring program is now a site-based program that is an integral part of the continuing reform efforts underway in the school system.

## Purpose

The purpose of this study is to examine perceptions of how well the mentor teacher program meets the needs of the beginning teacher, the mentor teacher, and the school division. Such an assessment may be beneficial to administrators in making recommendations for change in mentor programs at both the local and state levels. Further, the results will assist administrators in determining whether to keep the program as part of the Newport News School Division's continuing reform efforts.

## Theoretical Framework

There are great demands on human resource administrators in Newport News to develop and implement strategies that assist in the retention and performance of new and beginning teachers. One strategy implemented in 1991 and that continues to be operational in the system is new-teacher mentoring. The teacher-mentoring program in Newport News provides continued education and personal support for first year teachers as was emphasized by Howey & Zimpher (1989).

The conceptual model depicting expected outcomes and the context of the Newport News teacher-mentoring program is in Figure 1. This conceptual model is grounded in the research that supports and describes the necessity for interaction between beginning teachers and their veteran counterparts.

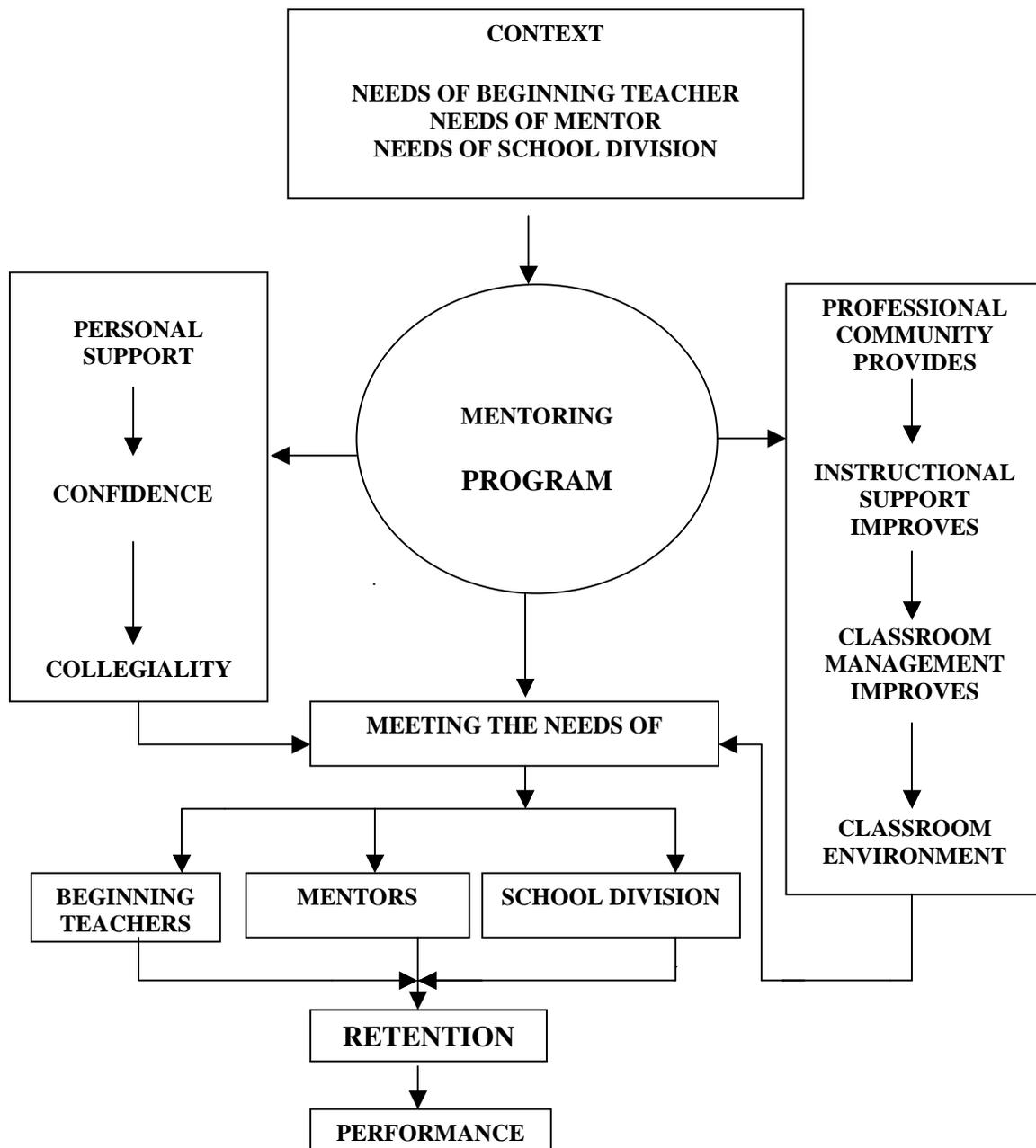


Figure 1. Model of outcomes of a teacher-mentoring program.

## The Context for Mentoring Programs

The context for the mentoring program depicted in the conceptual model has three components. The components are needs of the beginning teacher, needs of the mentor teacher, and needs of the school division. Each component of the model is explained below.

### The Needs of the Beginning Teacher

The work of teaching has become a challenge even for veteran teachers. This challenge includes: (1) facing a more diverse range of children who differ in cultural background as well as a wider range of special interests and learning styles; (2) providing a more extensive, varied, and prescribed curriculum; (3) incorporating a variety of instructional tools effectively and appropriately in addition to providing the paper and pencil media; (4) increasing complexity of the teaching task including: (a) using knowledge in decision making – both personal and idiosyncratic knowledge acquired through experiences and more generalizable knowledge derived from research and scholarship; (b) working with a wide range of adults in the provision of services to children; and (c) balancing the demands of classroom work with the demands and opportunities of increasing professionalism; and (5) working in an environment of increasing sensitivity and accountability. Further, teachers feel and face an increasing sense of responsibility for the conduct and outcomes of schooling (Debolt, 1992).

If these changes in teaching present challenges to veteran teachers, then the challenges to new teachers are even greater. Beginning a teaching career is more demanding than in past years, especially when half of each new set of beginning teachers leaves the workforce within the first five years (Debolt, 1992).

The problems of new teachers are more serious than commonly understood, and they benefit from assistance (Huffman & Leak, 1986). Systematic and structured induction programs result in career commitment and competence of novices to a greater extent than programs that are casual, spontaneous, or completely absent (Yosha, 1991). The purpose of an effective induction program, which includes mentoring, should be to create conditions that cause new teachers to internalize the norms of the occupation (Schlechty, 1985). In teaching, systematic induction of new teachers leads to “professionalization of teaching” (Schlechty & Whitford, 1989).

In a unique study conducted in 1972 at Western Kentucky University using a model suggested by Sandefur, the university’s Teacher Preparation Evaluation Program (TPEP) collected data on teachers at four points in their early development. The primary focus of the research was to investigate various changes in the way teachers perceived problematic areas associated with their professional development. An important phase of the study was the revelation that “teachers

seem to have the most difficulty during the first year of teaching" (Adams, 1982, p. 43).

In an article by Adams (1982), the researchers concluded, "While no data was available on new teachers' assignments, informal conversations with teachers and administrators suggested that new teachers get the least desirable assignments both in teaching and in the area of extra curricular activities" (p. 43). Pataniczek and Isaacson (1981) subsequently concurred with this notion. These researchers stated, "It would seem logical that education practice would be better served if teacher educators and local school administrators were more aware of the problems facing new teachers and could provide a more supportive environment for the transition into teaching" (Adams, 1982, p. 43).

Unlike other professions where the toughest cases are usually reserved for the most adept and experienced, beginning teachers are often given the most difficult assignments (Kane, 1991). In many situations, teachers must adjust not only to a new job but also to an unfamiliar culture. Teachers may find themselves teaching students whose backgrounds and ways of life bear little resemblance to their own (Kane). This fact alone can cause the new teacher to become frustrated, anxiety-ridden, and exhausted, resulting in the suffering of students and the entire profession.

The first year of teaching challenges the personal and intellectual skills of an individual to the fullest. This seems to hold true in public, private, parochial or affluent boarding schools from kindergarten through twelfth grade. Beginning teachers are typically expected to perform like seasoned veterans from the very start. Teachers are hired, introduced to the classroom and school, and left on their own to sink or to swim.

A major concern of beginning teachers is an inadequate orientation to their job. They do not understand the school system's procedures, policies, and chain of command (Heath-Camp & Camp, 1990). The Camps further asserted another internal problem comes from within the teacher -- struggles with self-perception, self-confidence, values, time management and organizational skills.

In reviewing much of the literature, it is interesting to note that the problems experienced by beginning teachers and the many needs of these teachers are individualized but have some predictable phases. One major phase found in Veenman (1984) is often referred to as "reality shock." "This concept is used to indicate the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life"(p.143). For many new teachers the first year is filled with anxieties and frustrations. Internal concerns mount, as beginning teachers feel isolated in an atmosphere where they are expected to act in a manner consistent with that of a teacher who has many years of experience. The

concerns that beginning teachers experience are situational and personal. Without some type of support, many beginning teachers never go to the succeeding year (Grant & Zeichner, 1981).

The preparation and limited amount of in-classroom experience does not adequately prepare the beginning teacher for the multitude of concerns and experiences which occur in a classroom for which one has sole responsibility (Zeichner, 1983). The concerns reflected in the years of research by Johnston and Ryan (1980) include: discipline and classroom management, planning and organization, motivation of students, and the ability to adjust to the classroom environment. In addition to these concerns, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient or inadequate teaching materials and supplies, and dealing with problems of individual students were listed as the eight most important concerns of the beginning teacher in the research conducted by Veenman (1984).

Two primary needs found in Odell (1986) are acquisition of information about the new working environment and help in the discovery of resource materials in the specific curriculum taught. Based on these findings, it is clear that classroom management may not be the single most important need of the first year teacher. Additionally, Hartzell (1990) explained that becoming a member of an organization is a need that is paramount to beginning teachers. Becoming a

member of an organization involves socialization to the values and required behaviors of the new group. Peers are viewed as one of the most important factors in aiding the newcomer to adjust and feel effective

Wildman, Magliaro, Niles, and Niles (1992) revealed that beginning teachers should be provided with direct professional assistance and indirect and direct personal assistance. According to these researchers, this assistance includes personal support, collegiality, confidence building, and those areas that cause growth in the professional community such as instruction, classroom management, and classroom environment. These areas of need addressed through mentoring are grouped in the theoretical framework and supported in the research in this section. The needs identified in this section will be one basis for the assessment of the Newport News Public Schools teacher-mentoring program. These needs are summarized in Table 1.

### The Needs of the Mentor

Mentor programs are designed to meet the needs of beginning teachers; however, the needs of the mentor teachers must be met as well. To develop a candid view of the needs of a mentor teacher, it is critical to note the role or designation of the teacher mentor in various school systems across the country, including the Newport News Public Schools. More contemporary designations

Table 1

Literature on Beginning Teacher Needs

List of needs	Veenman, 1984	Galvez- Hjornevik, 1986	Debolt, 1992	Schlechty, 1985	Heath Camp & Camp, 1990	Huling- Austin, 1992	Odell, 1986	Ballantyne et al., 1995	Huffman & Leak, 1986
Discipline	X	X	X	X	X	X	X		X
Motivation	X		X		X		X	X	X
Student assessment	X	X	X	X		X		X	
Organization	X		X		X		X		X
Mastery of skills	X	X	X	X		X	X	X	X
Relationship with parents	X		X	X	X	X	X		
Relationship with colleagues	X	X		X				X	X

Table 1

Literature on Beginning Teacher Needs (Continued)

List of needs	Veenman, 1984	Galvez- Hjornevik, 1986	Debolt, 1992	Schlechty, 1985	Heath-Camp & Camp, 1990	Huling- Austin, 1992	Odell, 1986	Ballantyne et al., 1995	Huffman & Leak, 1986
Emotional support		X	X		X		X	X	X
Orientation		X	X	X			X		

have been derived from Anderson and Shannon's (1988) differentiation of four mentor titles and functions: (1) The clinical mentor is an experienced classroom teacher who nurtures the growth and development of beginning teachers through systematic observation of their functions in the classroom. The clinical mentor provides the beginning teacher with feedback on a regular basis. (2) The colleague mentor is an experienced full time teacher who encourages, supports, and advises the beginning teacher on a daily basis. (3) The consultant mentor is an experienced teacher with expertise in curriculum and instruction. This mentor is available to consult with the beginning teacher on strategies, lesson development, or classroom management. (4) The community mentor is a non-teaching member of the local community. According to Zimpher & Rieger, (1990) on the basis of certain specializations, these mentors serve to assist the new teacher in developing professionally and personally.

In view of the various functions of the mentor, it is essential for school systems to consider such factors as time management, teacher workload, school environment, staff development, and the manner in which individual school principals run their respective schools. These factors can cause considerable expense to the system related to mentoring.

The work of the mentor teacher is often conducted after school hours and erratically, with little time and attention given to the mentor necessary to support

the professional development of the beginning teacher. The mentor teacher needs release time to work with the beginning teacher, but in the context of a reduced work load initially, rather than asking them to separate themselves from their normal responsibilities to assist the beginning teacher (Zimpher & Rieger, 1990).

“In addition to release time, financial remuneration can come in the form of additional salary during the year or in the form of supplemental contracts”(p.179).

Teacher mentors have a basic need to feel that their observation and feedback to new teachers are important to the continuing growth, development, and evaluation of the new teacher. The mentor teacher should be set apart from other teachers in a school system because the added responsibility carries with it visibility and should entitle the mentor to some form of formal importance.

School systems must remain cognizant of the fact that some mentors may be out of touch or antagonistic toward progressive curriculum changes. Many mentors do not have the time or expertise to effectively assist the beginning teacher with problems associated with behavior and learning styles. To properly assist beginning teachers, mentor teachers must have up-to-date knowledge of various teaching styles and strategies as well as competence and experience in implementing these strategies (Ballantyne, Hansford, & Packer, (1995).

A teacher must want to be a mentor. In wanting to be a mentor, the teacher should have two primary qualifications. The qualifications are dedication to teaching and willingness to extend the responsibility of teaching.

A mentor needs at least three to five years of teaching experience and demonstrated competence as an effective teacher. The mentor needs a thorough understanding of the individual school, the curriculum, learning theories, growth and development, evaluation procedures and principles of learning. (Varah, Theune, & Parker, 1986).

The position of mentor teacher carries many responsibilities. One of the first responsibilities is to attend training sessions for mentor teachers. These training sessions assist the mentor to understand and identify the purpose of the teacher-mentoring program. The sessions help the mentor to identify and understand the procedures for accomplishing these purposes (Varah, Theune & Parker, 1986).

Another responsibility of the mentor is orienting the new teacher to the educational setting. The orientation responsibilities include an understanding of the hierarchy in the organization, acquaintance with faculty and staff, and familiarity with services available through support personnel (Varah, Theune & Parker, 1986).

In a study conducted by Jones, Reid, and Bevins (1997) mentoring was seen as most effective when it incorporated such practical help as providing guidance, observing teaching and classroom management, providing feedback, and enabling

the beginning teacher's understanding of the many facets of instruction by demonstrating equipment, modeling good teaching and classroom management, encouraging observation of less successful classrooms and introducing school issues. This included providing experiences in teaching a wide range of age and ability groups in the classroom. Two other meaningful areas were those of helping new teachers with time management and providing encouragement.

Mentor preparation programs work to enable mentors to better understand and critically evaluate their own particular mentoring style and preference. Mentors must examine and be able to articulate the perspectives and pressures they bring to mentoring, to see the patterns and behavior they manifest in their mentoring relationship along with the limitations these may bring to their mentoring practice (Hawkey, 1997).

Huffman and Leak (1986) concluded that mentors could be effective in addressing the needs of new teachers but to maximize their effectiveness, the mentors should teach in the same content area or work in the same grade level as the beginning teacher to be mentored. It was further concluded that providing adequate conference time for mentors and beginning teachers is imperative if induction program objectives are to be achieved.

In this same study (Huffman & Leak, 1986), mentors were perceived as providing help with many facets of teaching. They gave practical assistance, such

as explaining the procedures, rules, and expectations of the school, and provided information on system-wide policies. They shared ideas and instructional materials and assisted with the curriculum. "Mentors gave suggestions for instructional presentations, the organization of time, and classroom management" (Huffman & Leak, p. 23).

There may be special considerations when mentors and mentees are from different ethnic groups. There may be problems in the willingness of mentors or individuals being mentored to select from other racial or ethnic groups. These problems may be associated with a lack of identification and understanding of the mentor and the mentored. Trust, acceptance, and support are necessary ingredients to all mentoring relationships. Mentors must accept the new minority teacher as he or she is before attempting to induce change. The mentor must trust the new minority teacher and not be tempted to withhold such trust until the new minority teacher proves himself or herself worthy. The mentor must support the beginning minority teacher so that the teacher feels secure enough to risk failure and go on to succeed. According to Scott (1992) non-minority mentors were found to be less accepting, trusting, and supporting of minority new teachers than non-minority new teachers.

The prevailing purpose of mentor programs is to improve the quality of teaching while upgrading the profession. As a means of accomplishing this goal,

mentor teachers have been given the challenge to become more productive by sharing their expertise with colleagues. Based on the aforementioned mentor needs, the assumption is that mentoring is perceived as a rewarding position that will result in a satisfying experience for those performing the role. This research will add to the knowledge about the benefits and concerns of a mentoring relationship that will add to that productivity. The needs identified in this section are summarized in Table 2 and will be another basis for the assessment of the Newport News mentoring program.

#### The Needs of the School Division

“The foundation of educational enterprise is the work or input needed to accomplish the purpose for which it exists” (Castetter, 1992, p.43). When viewing the nature and scope of the work of the Newport News Public Schools, teacher performance, attendance, and retention are major areas of concern. These three areas are the major needs of the school division. In this study, the researcher’s investigation dictated a candid view of the Newport News Public Schools human resource department and all other departments that deliver continuous service to meet the needs. Meeting the division's need to have effective teacher performance,

Table 2

Literature on Mentor Teacher Needs

List of needs	Zimpher & Rieger, 1990	Stroble & Cooper, 1988	Ballantyne et al., 1995	Varah, Theune, & Parker, 1986	Jones, Reid, & Bevins, 1997	Huffman & Leak, 1986	Wildman, et al., 1992
Training	X	X	X		X		
Release time	X					X	
Reduced workload	X		X	X		X	
Observation/feed- back	X	X		X	X	X	
Expertise	X	X	X	X	X		
Dedication	X		X				X
Understanding school	X	X		X	X		X

Table 2

Literature on Mentor Teacher Needs-(Continued)

	<u>Researchers</u>						
List of needs	Zimpher & Rieger, 1990	Stroble & Cooper, 1988	Ballantyne et al., 1995	Varah, Theune, & Parker, 1986	Jones, Reid, & Bevins, 1997	Huffman & Leak, 1986	Wildman, et al., 1992
Understanding evaluation procedures	X			X			X
Teaching same content/subject area	X		X	X		X	
Willingness to be mentor		X	X	X	X		X
Role model for teaching	X	X	X	X	X		X

increased teacher attendance, and significant teacher retention is critical during a time when there is a limited number of prospective teachers. These three needs are the third focus of this assessment of the Newport News mentoring program.

The four major components of the school system's personnel process are recruitment, selection, retention, and development. The major focus of the human resource department is primarily with the system's use of its human resource administrators to facilitate the maintenance and improvement of the service of teaching subsequent to the recruitment and selection process. Recruitment and selection are essential parts of a comprehensive plan to develop and maintain a staff capable of contributing maximally to attaining the school system's purpose. Unless a school board takes the initiative to establish policies, procedures, conditions, and a climate favorable to administrative action in a sound recruitment program, the chances are good that the best intentions and plans for maintaining continuity of service may be abandoned.

A school system can recruit, select, assign, reassign, and transfer personnel, but until these individuals become fully adjusted to the work they must perform, in every aspect, they cannot be expected to give their best effort to attaining goals of the institution. Initiation of an effective mentoring process is one way the organization can contribute to assimilation of personnel as well as to their personal development, security, and need satisfaction (Castetter, 1992).

The Newport News School System has adopted Danielson's (1996) framework for professional practice. Danielson's framework consists of four domains. These domains are planning and preparation, classroom environment, instruction, and professional responsibility. These domains are part of a long tradition of applying standards to both learning and the complex role of teaching.

In the Newport News School System, the benefits of employing the framework for professional practice of teaching have created an enormous challenge. Therefore, the school system established a mentoring program whereby it is the mentor's task to help novice teachers acquire the skills and knowledge needed to apply Danielson's (1996) framework in their teaching.

The challenge in the school division's mentoring program is for a mentor teacher to help a novice teacher experience sufficient rewards in daily life and to master the complex details needed to become accomplished. Once the thousands of small skills are mastered, patterns established, curriculum understood, and procedures- routinized, teachers are free to exercise creativity. Often, accomplishing these activities can seem hopeless in the beginning because there is far too much to do, and those being served have a very low tolerance for too many false starts.

The framework for professional practice in the mentor-novice relationship provides the novice with an opportunity to conduct a self-assessment. This self-

assessment is the most helpful in determining which areas of teaching need primary attention. The mentor may observe the novice's teaching, review lesson and unit plans, and make suggestions using the components from professional practice to show areas needing attention. By using this roadmap, both mentor and beginning teacher can focus their energies on those areas of teaching where improvement will have the largest overall effect.

The first area that usually needs to be mastered is the classroom environment, which is found in domain two (Danielson, 1996). Components in domain two relate to aspects of the classroom that are not directly instructional. Examples of these areas are establishing a culture for learning, creating an environment of respect and rapport, managing classroom procedures, managing student behavior, and organizing physical space. Mastery of these procedural matters has been a must by most veteran educators before creative energies can stimulate the instructional aspects of teaching.

The next area of refinement is demonstrating knowledge of content and pedagogy, which is found in domain one. Domain one includes such skills as demonstrating knowledge of students, selecting instructional goals, using knowledge of resources, designing coherent instruction, and assessing student learning. Mastery of these content area skills enhances the probability of achieving a successful score for students when taking the state-required standards of learning

exams. These same scores serve as a measuring tool for determining each school's accreditation and affect the school system's graduation rate. This is a challenging, yet rich, area for mentoring because a new teacher can learn much about the teaching of a specific content area from a mentor in that same area. A teacher with specific expertise has much to offer a novice preparing a lesson. The expertise should be made available whenever possible.

The third area critical to the mentor in assisting the beginning teacher through the mentoring relationship is anchored in domain three -- clear and accurate communication. In this domain the mentor makes a determination as to whether the novice teacher demonstrates the capability to formulate appropriate questions and effective discussion techniques. Here, the mentor can monitor the beginning teacher's ability to engage students in the learning process, provide feedback to students, and determine how well the novice teacher exercises flexibility and responsiveness.

Finally, teaching standards are in domain four. The components in domain four allow the mentor to assess how well the beginning teacher maintains accurate records, communicates with families, contributes to the school division, develops professionally, and demonstrates professionalism.

All teachers have a basic need to know how well they are performing. This need escalates when a teacher is new to the profession. To address this need,

feedback, praise, support, and constructive criticism from a respected mentor teacher all build on creating strengths and the refinement of areas needing improvement. Mentoring goes a long way in helping the beginning teacher build self-confidence. Providing such feedback through mentoring helps the school division meet the need for excellent performance and increased teacher retention. In addition to feedback, Putnam and Borko (2000) found that when diverse groups of teachers with different types of knowledge and expertise come together in discourse communities, community members could draw upon and incorporate each other's expertise to create rich conversation and new insights into teaching and learning. The domains described in the framework for professional practice are the third basis for the assessment of the Newport News Public Schools mentoring program.

### The Mentoring Program

The Virginia legislature mandated teacher mentorship programs in school districts in the state of Virginia starting in 1990. School divisions were offered the flexibility to design programs that would meet the needs of beginners in their particular contexts. Therefore, mentor programs in Virginia developed in varying ways and to varying degrees. In March of 1999, the legislature directed school boards to provide each probationary teacher, except probationary teachers who had prior successful teaching experience, a mentor teacher. This directive was part of

House Bill 2710, Education Accountability and Quality Enhancement Act of 1999 (House Bill 2710, 1999). From this directive came the need to restructure the mentoring program in Newport News to ensure that all probationary teachers received a mentoring opportunity designed to assist with performance, attendance, and retention. The restructured mentoring program was designed to meet the need of the school division to have policies and procedures that facilitate continuity of teacher service.

The importance of mentoring is illustrated in the case of a second grade teacher employed by the Newport News Public School division. In her first year of employment, she reported to her principal her intent to resign her teaching position within the first two months of school. The principal contacted the school division's human resource coordinator regarding the teacher's intent to "throw in the towel" without giving herself enough time to properly adjust and settle into her new role as a classroom teacher. Concerned with the current teacher shortage and with a strong desire to retain a teacher with great potential, the human resource coordinator conferenced with the teacher and the principal jointly to ascertain what additional assistance and support the school system might provide. During the conference, the teacher expressed a strong feeling of isolation, diminished confidence in her ability to do the job successfully, and a general lack of knowledge of how to create a learning environment conducive to student success.

The coordinator questioned the school principal as to whether a mentor had been assigned to the teacher. The principal responded that no mentor had been assigned because of her belief that there was not an appropriate match for the teacher within the professional community. The principal expressed an unwillingness to go outside the immediate environment to secure a mentor for the teacher. Several days following the conference, the teacher expressed to the principal even more frustration, disappointment, and withdrawal. The teacher resigned after submitting a two-week notice.

Mentoring programs for beginning teachers have proliferated during the past twenty years. They have advanced far beyond being a desirable alternative to a "sink or swim" entry into the profession. Mentoring, for instance, is recognized as one way to reduce the attrition rate of new teachers during the first seven years of their careers (Huling-Austin, 1986). In urban settings, attrition is more pronounced and new teachers may leave during the first five years at a far greater rate than 50% (Haberman & Richards, 1990). In 2000, the Newport News school system's attrition rate for the past five years was 36%, while neighboring school divisions reported an approximate 20% attrition rate over the same period.

Mentoring programs help to create some degree of professionalism in teaching. They serve to empower veteran teachers by giving them a role in inducting newcomers into the profession. Nonetheless, some researchers believe

that mentoring activities generally have little influence on beginning teachers, given the structure of schooling and the nature of teaching as an occupation (Huling-Austin, 1986, Little, 1990, Schlechty & Whitford, 1989). On the other hand, Daresh and Playko (1990) noted that as appealing as mentoring is, "The use of mentors has become viewed as a kind of panacea for dealing with many existing limitations on professional roles" (p.45).

Being a mentor enables a veteran teacher to establish a special relationship, certainly professional and often personal, with a novice teacher new to a school. When reasonable care is taken to select mentors and to pair them with beginners (Ganser, 1997), the bond typically continues long after the formal program ends. The connection between mentors and protégés is a key feature in promoting the school as a learning community of professionals (Ganser, 1997).

As teachers describe their work to mentors, faculties become closer, thereby creating a foundation for personal support. In development of personal support, it is relevant to note who interacts with whom, the social location (classroom, faculty lounge, departmental meetings), and the business discussed in these locations (exchanging materials, designing curriculum, swapping classroom war stories) (Little, 1982). While there are predictable variations among individual teachers in any single building, there appear to be prevailing patterns of approved and

disapproved interactions that are directly related to the building of confidence among new teachers and the initiation of collegial relationships (Little).

When considering the development of a professional community of teachers, such factors as age, gender, socioeconomic status, racial makeup, and marital status of the staff and faculty come into play. These factors are particularly important when mentoring beginning teachers. Although mentors are usually comfortable in offering help to their inexperienced counterparts, the success of any mentoring relationship hinges on whether the beginner is comfortable seeking help from the mentor (Tellez, 1992).

If the beginner works in an efficient and effective professional community and is comfortable seeking help from the community's social network, the assistance received provides sound instructional support. Sound instructional support improves upon good classroom management that leads to an improved classroom environment.

### Role of the Mentor

Mentoring and the assignment of mentor teachers to novice teachers is the chief method used by school systems to address areas of dissatisfaction. "The functions of the mentors are many and varied, including giving information of various types, providing access to resources, role modeling, counseling, coaching, encouraging reflection, helping with career moves and the development of

friendship" (Ingersoll, 1991, p. 298). Ballantyne, Hansford, & Packer (1995) described and evaluated the role and function undertaken by mentor teachers in relation to the changing concerns, needs, and expectations of beginning teachers. They concluded, subsequent to an analysis of data collected from the reflective journals of the beginning and mentor teachers that there are four mentoring functions which beginning teachers reported they required and which buddy mentors were able to provide with varying degrees of success. These were personal support, task-related assistance and advice, problem-related assistance and advice, and critical reflection and feedback on practice.

### Personal Support

Bercik and Blair-Larsen (1990) found that beginning teachers consider support very important. They found that beginning teachers felt constant help, affirmations, and friendships given by the mentor made their first year endurable. Further, the mentor served as a calming agent for the beginning teacher and had genuine suggestions on how to organize a classroom for teaching.

Ganser, Bainer, Bendixen-Noe, Brock, Stinson, Giebelhaus, and Runyon (1998) suggested that teachers support each other in a variety of ways. That is, mentoring is multidimensional, and formal mentoring, as is generally defined and practiced in school districts, is just one-way teachers support each other in school settings. "Support," one of the six identified dimensions in this same study, was

defined as a reciprocal relationship providing mutual psychosocial support including, friendship, confirmation, and emotional support.

Supporting beginning teachers at the outset contributes to retention of new teachers in the school division. The support received by new teachers from mentor teachers allows professional and collegial relationships to develop quickly. Formalizing the mentor role for experienced teachers creates another niche in the career ladder for teachers and contributes to the professionalism of education (Koki, 1997). The emotional and social aspects of the mentoring process must be respected in establishing a mentoring program. Sensitivity is a necessary dimension of sharing professional expertise, personal knowledge, and creativity. Therefore, staff developers working with mentors and mentors working with proteges must work toward consistency in such areas as counseling, mediation, negotiation, intervention, and clinical supervision (Koki).

Mentoring does not occur in a vacuum; it occurs within the larger school context. It is important that a supportive environment is created. This requires the full commitment of administrator and teachers to the program (Newcombe, 1988). Ganser et al, (1998) attest to the importance of supportive relationships to emotional health and professional effectiveness of teachers.

## Confidence

"First-class teacher" can mean a teacher facing a classroom for the first time. It can also mean a teacher who embraces the profession with passion, confidence, and ingenuity. Beginners enter teaching with different beliefs and expectations about teaching and various levels of preparedness for the job (Wildman, Niles, Magliaro, & McLaughlin, 1989). The problems they face increase their lack of confidence to get the job done successfully.

Kay (1990) suggested that the mentoring relationship is designed to assist the protege in learning the knowledge, skills, and attitudes of self-confidence and competency. Further, the mentor must bring together the resources necessary to affect the development of the protégé from entry-level status to seasoned practitioner. For this relationship to be successful and confidence in performance to escalate, each must participate equally.

Mentors gather and diagnose data about their mentees' ways of teaching and learning; they determine their mentees' competency and confidence to handle a given situation; they identify unique aspects of the school and community culture; and they take notes of the school district's formal and informal procedures and practices. Assessing behaviors ensures that the mentees' professional needs are identified so that mentoring decisions can be based on a thoughtful consideration of a variety of data (Postner, 1998).

## Collegiality

"A mentoring relationship is like a fragile bird that needs to be protected against possible cold spring weather"(Fraser, 1998, p.8). Classroom teachers need that same protection because they have so many demands on their time and energy. A mentor teacher validates a protégé often, which assist in the protection from the problems that occur during the first year while strengthening the mentoring relationship.

Tasks for mentors such as teaching, sponsoring, encouraging, counseling, and befriending colleagues are complex and intense. These tasks, of course, vary among mentors as their work changes according to teachers' needs and levels of preparedness (Feiman-Nemser & Parker, 1993).

Little (1982) concluded that successful schools are characterized by certain types of collegial interactions: frequent talks about teaching practices, colleague observation and feedback, deliberate and concrete focus on details of teaching, demonstration of mutual respect for the task of teaching, and the delicacy to critique each other's craft. "There is a widespread agreement that collegiality among teachers is an important ingredient for promoting better working conditions, improving teaching practice, and getting better results."(Sergiovanni, 1992, p.82)

Thies-Sprinthall (1986) examined specifically the collegiality between mentors and mentees. In her study of the North Carolina model for new teachers'

support, she found a close proximity between mentor and mentee, and ongoing on-site training of the mentor teacher by a support team that based its training on theory and research. Thies-Sprinthall concluded that as an element in a comprehensive new teacher support program, this model not only benefited new teachers, but mentor teachers and mentor-teacher trainers as well. Areas of growth for new teachers included self-concept, teaching, attitude toward teaching, and retention in the profession. Areas of growth for the mentor teachers included more awareness of their own development as teachers and the development of a rationale for their teaching strategies. Through the collegial interaction, the mentor gained an appreciation for the diverse styles of successful teachers.

To establish a collegial and interdependent learning climate, mentors need to study the characteristics of adult learners, practice effective communication skills, and learn conferencing skills that encourage novice teachers to construct their own knowledge about teaching (Smithey & Evertson, 1995). According to Postner (1998) a teacher serving as a mentor, must first determine that the mentor experience takes place best between and among colleagues exploring together.

Collegial support is not an easy task to achieve in a school culture, especially when there are external pressures associated with school accreditation such as the standards of learning in Virginia. To achieve collegiality, regardless of external

school system demands, everyone must be willing to work toward a common goal for the good of the entire school community.

### Professional Community

The professional community plays a central role in shaping the way teachers view their world and go about their work. It is an essential ingredient to restructuring and improving teaching. A number of educational reformers have agreed that for teachers to be successful in constructing new roles, they need opportunities to participate in a professional community that can get to the primary function of the school--teaching and learning. These opportunities include discussion of new teacher materials and strategies that support the risk taking and other struggles entailed in transforming practice. A professional community, when structured to focus on the beginning teacher, not only provides these opportunities, but also can provide consistent instructional support, and improve both classroom management and classroom environment.

The concept of a professional community involves a community of learners. Communities of learners are committed to discovering conditions that support human learning (Barth, 1990). According to Barth (1990), a community of learners suggests a climate of risk taking and collegiality in which people genuinely want to participate. In this same environment, the adult learner or teacher who begins a career right out of college is accustomed to receiving instructional support from

supervisors with clipboards at the rear of the room. The instructional support provided by the colleagues in the professional community leads all teachers to examine their teaching practice more closely. Colleagues providing such support can lead to a greater sense of mutual respect for all involved. Collegial interaction and collaboration in a professional community can create powerful learning opportunities and help beginning teachers overcome a sense of isolation while building a feeling that we are all in this together.

Five resources are especially important for teachers to accomplish their task and to experience extrinsic rewards. These resources are orderly environment, administrative support, adequate physical conditions, instructional resources, and reasonable workloads (Firestone & Pennell, 1993). Among the five resources, orderly environment is considered as one of the most critical problems in urban schools.

Danielson (1996) define orderly environment as the interaction that occurs in a classroom. The interactions are independent of any particular discipline. Such interactions and tasks establish a comfortable and respectful classroom environment, cultivates a culture for learning, and creates a safe place for risk. Mentor teachers assist beginning teachers by assessing the effectiveness of their classroom environment. This is accomplished by providing feedback on how smoothly the non-instructional routines and procedures are handled. Feedback is

also given to teachers on student behavior and how the overall environment is supportive of the stated instructional purpose. In an effective classroom environment, students regard teachers as concerned and caring adults.

"Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that instruction in content and learning can take place" (Wong & Wong, 1998, p. 84). Teaching requires good management before good instruction is possible. The best instructional techniques are worthless in an environment of chaotic behavior. Effective teachers must develop procedures for the smooth operation of the classroom and the efficient use of time before they can address instructional techniques (Danielson, 1996). These procedures include establishing routines for any movement of classroom groups, dissemination of materials, and performance of other non-instructional responsibilities. It is the view of this researcher that many beginning teachers become discouraged and develop a desire to leave the teaching profession when there is weakness in the area of classroom management.

### Descriptive Research Questions

The descriptive research questions guiding this study are:

- 1) What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by level of education of the beginning teachers?

- 2) What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by age of the beginning teachers?
- 3) What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by age of the mentor teachers?
- 4) What are the administrators' perceptions of the effectiveness of the mentor-teacher program by age of the administrators?
- 5) What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by ethnicity of the beginning teachers?
- 6) What are the mentor teachers' perceptions of the mentor-teacher program by ethnicity of the mentor teachers?
- 7) What are the administrators' perceptions of the mentor-teacher program by ethnicity of the administrators?
- 8) What are the beginning teachers' perceptions of the mentor-teacher program by gender of the beginning teachers?
- 9) What are the mentor teachers' perceptions of the mentor-teacher program by gender of the mentor teachers?
- 10) What are the administrators' perceptions of the mentor-teacher program by gender of the administrators?

- 11)What are the beginning teachers’ perceptions of the effectiveness of the mentor-teacher program by years of teaching experience of the new teachers in Newport News?
- 12)What are the mentor teachers’ perceptions of the effectiveness of the mentor-teacher program by years of teaching experience of the mentors?
- 13)What are the beginning teachers’ perceptions of the effectiveness of the mentor-teacher program by first career of the beginning teachers?
- 14)What are the administrators’ perceptions of the effectiveness of the mentor-teacher program by years of experience as an administrator?
- 15)What are the administrators ‘ perceptions of the effectiveness of the mentor-teacher program by positions?
- 16)What are the mentor teachers ‘perceptions of the effectiveness of the mentor-teacher program by positions?
- 17)What are the beginning teachers’ perceptions of the effectiveness of the mentor-teacher program by positions?

### Operational Definition of Terms

There are several key terms used throughout this study that are defined.

**Mentoring** is a process that evolves into a professional relationship between two teachers, where the expert is carefully constructing the climate of the relationship to create a learning environment for the novice (Smithey & Everton, 1995).

Mentoring is a practice of experienced teachers passing on this expertise and wisdom to new colleagues faced with the challenges of merging theory and practice (Bey & Holmes, 1990). Mentoring in education can also be defined as a nurturing process in which a more skilled, experienced person serves as a role model, teacher, counselor, sponsor, or friend to a less experienced person to promote the latter's professional or personal development (Anderson & Shannon, 1988). In this study, mentoring is those interactions between experienced teachers and their assigned new teachers in the mentoring program in the Newport News Public School System for the year beginning in August of 1998.

#### **Effectiveness of the mentoring program on meeting the needs of the beginning**

**teacher:** Beginning teachers have needs that the mentor program has been designed to meet. These needs are in nine domains—discipline, motivation, student assessment, organization, mastery of skills, relationship with parents, relationship with colleagues, emotional support, and orientation. Items on the survey used to measure the effectiveness of the program in meeting those needs are identified in Table 3. For specific definitions of the nine domains, see the content validation instrument in Appendix D.

#### **Effectiveness of the mentor program in meeting the needs of the mentor-**

**teacher:** Like the beginning teacher, mentor teachers have needs that the mentor program has been designed to meet. These needs in ten domains—training, release

time, reduced workload, observation and feedback, expertise, understanding the local school, understand evaluation procedures, teaching the same content or area, willingness to be a mentor, and role model for teaching. Items on the survey used to measure the effectiveness of the program in meeting these needs are identified in Table 3. For specific definitions of the ten domains, see the content validation instrument in Appendix D. In this study, mentor teacher needs are those skills necessary to assure supportive interaction between beginning teachers and mentor teachers in the Newport News Public Schools' mentoring program.

### **Effectiveness of the mentor program in meeting the needs of the school**

**division** is the nature and scope of work analysis, work activities, and performance that contribute to continuity of service. In this study, the school division has needs that the mentor program has been designed to meet. These needs are in five domains—planning and preparation, classroom environment,

Table 3

Operational Terms and Survey Items Associated With Those Terms

Terms	<u>Domains: needs of beginning teachers</u>									
	Discipline	Motivation	Student Assessment	Organization	Mastery Of skills	Relationships With parents	Relationships With Colleague	Emotional Support	Orientation	
Effective-ness of the mentoring program in meeting the needs of the beginning teacher	1, 5 ,8	2 4, 9	3, 6, 10	7, 11, 14	12, 15, 20, 21	13, 16, 22	17, 23, 27	18, 24, 28	19, 25, 26	
	<u>Domains: needs of mentor teachers</u>									
	Training	Release time	Reduced workload	Observation and feedback	Expertise	Under-standing the local school	Under-standing evaluation procedures	Teaching same content/ area	Willing to be a mentor	Role model for teaching
Effective-ness of the mentoring program in meeting the needs of the mentor teacher	1, 6, 11, *14	2, *7, 12, *15	3, 8, 4, 9	5, *10, 13, 16	17, 19, 18, 24	20, 25, 30, 33	21, 26, 27, 31	22, 28, 32, 41, 42, 43, 44	23, 29, 34, 38	36, 37, 39, 40

Table 3 (Continued)

Operational Terms and Survey Items Associated With Those Terms (continued)

<u>Domains</u> : needs of the school division					
Terms	Planning and preparation	Classroom environment	Instruction	Professional responsibility	General evaluation of the program
Effectiveness of the mentoring program in meeting the needs of the school division	1, 5, 9, 12, 16	2, 6, 7, 13, 14	3, 8, 15, 17, 20	4, 11, 18, 19, 21, 27 26	10, 22, 23, 24, * 25

Note. \* Reverse coded for scoring (1=4, 2=3, 3=2, 4=1). The items are in Appendix D.

instruction, professional responsibility, and general evaluation of the program.

Items on the survey used to measure the effectiveness of the program in meeting those needs are identified in Table 3. For specific definitions of the five domains, see the content validation instrument in Appendix D.

**Beginning teachers** in this study are teachers who were in their first full year of teaching in the Newport News Public School Division commencing in August of 1998.

**Mentor teachers** are veteran teachers that possess excellent leadership skills, communication skills, strong instructional skills, and exemplary classroom management skills. In this study mentor teachers are veteran teachers with three years of teaching experience identified by the building administrators and mentor coordinator in the Newport News Public Schools.

**Collegiality** is the interaction among teachers that promotes better relationships to create a learning environment for the novice (Smithey & Everton, 1995

**Self-confidence** is the feeling of personal worth that is unconditional and independent of human actions, possessions, accomplishments and other contingencies. Self-confident individuals have skills to identify appropriate standards for making personal comparisons and decisions, observe and collect objective information about their efforts, progress, and accomplishments, and to make comparisons between information collected and designated standards to

obtain feedback and make decisions. They use feedback they receive to make needed improvements and modifications, and affirm and sustain themselves by relying on personally controlled, intrinsic reinforcement (Kay, 1990). In this study, the attitudes and behaviors of self-confidence are an open set of attitudes and skills that are identified as instrumental to the success of the protégé within the context of mentoring.

**Ethnicity** in this study is belonging to one of four ethnic groups as defined by the school division. Those groups are Caucasian (White), African-American (Black), Hispanic, and Asian Pacific Islander.

**First Career** is the first time working or not being employed in any other career prior to beginning their teaching career.

**Years of Experience** is the number of years in service as an administrator or veteran teacher.

**Position** in this study is defined as an elementary, middle or high school setting of the beginning teacher, mentor teacher, or administrator.

### Summary

This study is an assessment of the teacher-mentoring program in Newport News School Division. The assessment consist of how well the mentoring program in the Newport News Public Schools is meeting the needs of beginning teachers,

mentors, and the school division as perceived by beginning teachers, mentors, and administrators.

The components of the teacher-mentoring program illustrated in the theoretical framework are grounded in two valuable areas for the beginning teacher, mentor, and administrator. The two areas are personal support and professional community. Personal support builds a sense of belonging and encouragement that leads to a feeling of confidence during teacher performance. In addition to confidence, personal support builds the collegiality needed for morale and trust in school culture. Professional Community, the second area, provides instructional support. Instructional support improves classroom management and classroom management improves the classroom environment.

In a review of the existing literature, there were several variables identified as needs of the beginning teacher. These variables include discipline, motivation, student assessment, individualization, organization, and mastery of skills, relationship with parents, and relationship with colleagues. Using these variables when assisting the beginning teacher through mentoring can support the development and retention of the beginning teacher.

Mentor teachers provide guidance and assistance to beginning teachers in many facets of teaching. There were several variables identified in the research that will help mentor teachers provide this guidance and assistance and are highlighted

in this study as mentor teacher needs. These variables are training, release time, reduced workload, time for observation and feedback, expertise, dedication, understanding of the school, understanding the evaluation procedures, teaching in the same content or subject area, willingness to be a mentor, and willingness to be a role model for teaching. Assisting the mentor teachers in these areas can support balancing the demands of classroom work and increasing professionalism.

Finally, the needs of the school division have been identified as successful teacher performance, good attendance, and retention. There are five variables included in this study that address those needs. They are planning and preparation, classroom environment, instruction, professional responsibility, and a general evaluation of the mentor-teacher program. The analysis of these variables will be used as part of a research framework for determining the success of the teacher-mentoring program for the school division.

### Overview of the Study

This descriptive assessment focused on the needs of the beginning teacher, mentor teacher, and the school division. The study involved beginning teachers hired by the school division as of August 1998, mentor teachers assigned to beginning teachers in 1998, and the 35 administrators who oversee the mentor-teacher program at the building level.

The researcher developed three separate instruments specifically designed to survey the needs of the beginning teachers, mentor teachers, and administrators. The data were collected, disaggregated, and findings reported.

## CHAPTER TWO

### METHODOLOGY

#### Introduction

In this chapter, the procedures are outlined for accomplishing the purpose of this evaluative study, which is determining the extent the Newport News Public School Division's mentoring program meets the needs of beginning teachers, mentors, and the school division. The procedures used in this study are described under the following headings: Setting, Populations, Program Description, Research Design, Instrumentation, and Data Analysis.

#### Setting

This study was conducted in an urban school system in eastern Virginia with an enrollment of approximately 33,335 students. Fifty-three percent are Black, 40% White, and 7% other minorities. Students are educated at three early childhood centers, 30 elementary schools, eight middle schools, and five high schools. There is one alternative program for middle school students and two alternative programs for the high school students. Approximately 40% of these students qualify for free or reduced-price meals. Students receive free textbooks and free transportation provided under a court-ordered approved busing plan.

The school division employs 4050 individuals, 2040 are teachers. Minorities comprise 37% of the teaching staff.

## Populations

Teachers with initial employment dates beginning in August of 1998 make up one population in this study. These teachers, new to the school division but not necessarily to teaching, were all assigned veteran teachers as mentors. The total number of teachers hired at this time was 240. One hundred and four of the 240 teachers have since resigned, thereby creating a population of 136 teachers. The administrators in the Human Resources Department provided the researcher with the number of beginning teachers' employed by the school division beginning August of 1998 that were employed when the data was collected.

The second population was the eighty veteran teachers assigned as mentors during the 1998-99-school term. These mentor teachers were paired one-to-one with the new teachers for one year with some mentor teachers mentoring more than one beginning teacher.

Each of the 44 schools in the school division had a program administrator who planned and implemented the mentoring activities based on the needs of each school respectively. Nine of the program administrators have resigned or retired. Thirty-five program administrators were the final population of this study.

All members of all three populations were asked to participate in this study.

## Program Description

The Newport News teacher-mentoring program is a site-based model and includes a special component for minority male teachers. The design of the program is consistent with the site-based management that plays an integral part in the continuing reform efforts underway in the school division. Each school improvement team, made up of teachers, parents, community members and administrators, develops plans for how the school will meet division-wide goals while responding to the unique needs of the school community. This design pairs accountability for results with flexibility in how to accomplish those results. This model includes the appointment by principals, of a mentor program coordinator for each school. Coordinators work with mentors and new teachers in their schools to develop specific mentor activities and training that address the needs of each school.

In this minority-majority division, recruiting minority (especially African American) male teachers is a priority that must be matched with a strong retention program. The minority male mentor program addresses the unique challenge minority male teachers face in a field that is still predominately white and female. Minority males participate in the overall division-wide mentoring program through which each has a mentor in his building. In addition, they participate in this special program, which brings them together for monthly activities that promote ties to the

division and foster an enduring and supportive peer group. A group of minority leaders provides training on a variety of topics from classroom management to learning styles and first year survival skills. These mentors then serve as resources for the minority male teacher throughout the year. The monthly sessions are opportunities for new teachers to share experiences, celebrate successes, discuss problems, and receive training. Central office administrators often join the sessions, which helps to promote connections to the division that encourage retention. In addition, the program attempts to develop ties to the community by involving participants, along with mentors, in community service programs that serve the city's youth.

#### Selection of Mentor Teachers

The building principals select school-based coordinators. The selection is based on their leadership skills, dedication to the professional development of both new and mentor teachers, and teaching excellence. Coordinators are usually building administrators who have ability to teach adults, strong organizational skills, and interpersonal skills.

Mentor teachers are selected by the building principals and school-based coordinators for their excellence, interest, and commitment to the professional development of new teachers. While any experienced teacher is eligible, coordinators recruit outstanding teachers, looking for individuals who will be

effective role models for new teachers, who can act as effective advocates for teachers, and who are skilled at observing in the new teachers' classrooms and providing guidance.

The mentors for the minority male mentor program are all minorities in leadership roles in the school system or the community, where most are involved with youth-serving agencies. They include principals, assistant superintendents, school board members, guidance directors, instructional specialists, ministers, judges, senators, attorneys, city council members, and members of the police department. They are selected for their expertise, leadership roles, and interest in nurturing minority male teachers.

#### Training and Support for Mentor Teachers

Training and support is provided at two levels. The division staff development coordinator, who is also the overseer, provides overall leadership, monitoring, and support for the program. The division coordinator trains all school-based mentor coordinators at the beginning of the school year on how to organize and operate a successful mentor program; select, assign and train mentors; and oversee mentor relationships. A session for new teachers and school-based coordinators, held during the new teacher orientation week in August, sets the tone for the mentor program by examining the developmental needs and phases of new teachers, from initial anticipation to disillusionment to rejuvenation and

reflection. This session also focuses on the key abilities new teachers must develop: working with their mentors; organizing and managing the classroom; planning and designing instruction; delivering instruction to all students; demonstrating subject matter knowledge; diagnosing and evaluating student learning; and participating as a member of a learning community. Each school-based coordinator then provides this training for the mentors at the building level, using materials developed and supplied by the division.

Bi-monthly meetings of the school-based coordinators with the staff development coordinator provide both training and support. These training meetings may have topics specific to the mentor program or instructional issues that are priorities in the school division. In these sessions, coordinators also share experiences and resources and take an active role in planning the division-wide mentor program and training.

Coordinators are responsible for providing training and support for mentors and new teachers in their schools. Additionally, coordinators work with new teachers and mentors to plan programs of activities and training that target the unique needs of their school.

School-based coordinators meet with each teacher-mentor pair at least once a month to review the teacher's progress, needs, and the mentoring relationship. This process enables the coordinators in the schools to provide day-to-day

monitoring and assistance important to the success of the program and of the new teachers.

New teachers and their mentors are encouraged to participate in any conference for new teachers hosted by one of the collaborating universities. Conferences are generally held in the fall and offer opportunities for the new teachers to hear keynote speakers, participate in a panel discussion of best ideas from first year teaching, or attend breakout sessions of their choice.

#### Compensation for Mentor Teachers

Newport News has chosen forms of compensation that meet either or both of two objectives. First, they encourage teachers to advance their professional development. Second, they empower coordinators, mentors, and new teachers to shape programs that truly meet their needs.

Mentors receive up to 45 relicensure points under option 8 of the state relicensure regulations. When conferences are offered, the school division pays enrollment. Mentors are given special training opportunities and the opportunity to participate in a mini-grant project. Coordinators receive the opportunity to demonstrate and develop leadership skills and mini-grants to be used for the school-based mentoring program. To ensure that these projects are well thought out, schools are required to submit proposals, and all acceptable plans are funded. Coordinators develop mini-grant projects in conjunction with mentors and new

teachers in their schools, and projects must address the needs of each school. Funds cover one release day per person. Funds are also used for (a) school-based professional development activities for mentors and new teachers, (b) individual staff development planned together, and (c) classroom activities new teachers develop in collaboration with their mentors, with the emphasis on projects that support division and school instructional priorities.

#### Collaboration Between School Division and Institutions of Higher Education

Christopher Newport University (CNU) has an interest in developing both new teachers and effective mentors in its home district. The University hosts a New Teacher Conference in which new teachers and mentors are encouraged to participate together. CNU also hosts at least two sessions for new teachers and mentors on its campus, addressing topics of specific interest to this group. The faculty members serve as resources for mentors and new teachers with problems or questions that arise. Faculty members are available to observe in new teachers' classrooms and provide non-evaluative feedback and coaching.

The education department at Hampton University is also available to provide assistance to new teachers and their mentors. Collaboration procedures are open and flexible.

### Assignment of Mentor Teachers to Beginning Teachers

A mentor is assigned to every first year teacher in every school in the school division. In matching mentors and new teachers, attention is paid to grade level and discipline and to matching the new teacher's needs with the mentor's strengths.

Mentors provide their new teachers with (a) an orientation to the school, division, and community; (b) guidance and advice; (c) an experienced resource with whom to discuss needs and problems; and (d) a ready source of encouragement and support. Mentors observe in new teachers' classrooms and provide coaching and feedback new teachers need. They help the new teacher identify professional development needs and locate resources.

The mentors who work with the minority male program are not assigned to individual teachers. Each mentor is available to provide training, advice and guidance to all new teachers on an as-needed basis.

### Evaluation

Evaluation of the division teacher-mentoring program includes submitting documentation of activities to determine whether the project is implemented as planned and a program effectiveness survey to identify areas in which changes could be made to improve it. Such documentation and survey results are provided to the staff development coordinator who maintains all records of activities.

## Data Collection

In conducting the goal-free evaluation model in this study, the researcher first generated two items of information: an assessment of actual effects or outcomes which are shown in the conceptual model in Figure 1 and a profile of needs against which the outcomes were assessed. According to Guba and Lincoln (1981), if a product had an effect that could be shown to be responsive to a need, that product was useful and should be positively evaluated.

Three surveys, utilizing Likert scales, were developed to determine if the Newport News Public Schools ' mentoring program meets the needs of the beginning teacher, mentor teacher, and the school division. The surveys include needs found in the review of literature for all three-need categories.

## Instrumentation

### Development of the Survey Instrument

The conceptual framework and literature review were the basis for the selection of domains on each survey instrument. The domains are needs that emerged from the review of the literature. The results of the reviews are in Table 1.

Three separate survey instruments were developed. The nine domains included in the Beginning Teacher Survey were discipline, motivation, student assessment, organization, and mastery of skills, relationship with parents, relationship with colleagues, emotional support, and orientation. The ten domains

in the Mentor Teacher Survey were training, release time, reduced workload, observation and feedback, expertise, understanding the local school, understanding evaluation procedures, teaching the same content area or grade, willingness to be a mentor, and role model for teaching. The five domains in the Administrator's Survey were planning and preparation, classroom environment, instruction, professional responsibility, and general program evaluation. The nine domains in the Beginning Teacher Survey, ten domains in the Mentor Teacher Survey, five domains in the Administrator's Survey, along with related items are in Appendix D. Survey items were closed-ended with ordered choices.

### Content Validation

A panel of experts assessed validity. The panel of experts included five administrators, five mentors, and five beginning teachers. The administrators and mentors were selected because of their expertise or experience with the mentoring program. The five beginning teachers were selected from the summer school teachers with an employment date of August 1999.

The panel was given a brief introduction, which included background information about the study. The experts were then asked to review the survey to determine how well the items fit into specific domains. The panelists also reviewed the items for readability and clarity, making suggestions for wording or structural changes. In addition, the panelists determined if the categories of responses were

appropriate for each item by rating the association to the item. An 80% level of agreement was established for panel responses. Any items accepted without modification by 80% of the panel members were identified as appropriate. Items having less than an 80% agreement rate were modified and redistributed for re-validation. The administrators' instrument was re-validated and modified five times to reach the 80% agreement. The mentor teacher instrument was re-validated and modified eight times to reach 80% agreement, and the beginning teacher instrument was re-validated and modified seven times to reach 80% agreement. The instruments were distributed to the same panel of experts representing all populations for re-validation along with a one-time distribution for re-validation to those doctoral students participating in a dissertation seminar at Virginia Tech.

### Analyzing Data

Because the populations of beginning teachers, mentor teachers, and administrative support personnel for the program are used in the study, descriptive statistics were applied to the data. The three sets of data: (1) ratings of the effectiveness of the mentor teacher program in meeting the needs of the beginning teachers, (2) ratings of the effectiveness of the program in meeting the needs of the mentor teachers, and (3) ratings of the effectiveness of the program in meeting the needs of the school division are analyzed separately. Each set of data was

disaggregated by age, gender, ethnicity, years of experience, position, educational level, and first career or not first career. Means were compared to identify differences in the perceptions of the program's effectiveness.

## CHAPTER THREE

### RESULTS

#### Introduction

The purpose of this study was to examine the perceptions of how well the mentor teacher program met the needs of the beginning teacher, the mentor teacher and the school division. In this chapter, the data, which were collected through surveys, are reported. The chapter is divided into four parts: The first part provides demographic information about the respondents, the second part represents the findings related to variables in the descriptive research questions, the third part is a follow-up analysis by item, and the fourth part is the chapter summary.

#### Survey Responses

During the first week of February 2002, all three populations were mailed the survey instruments, answer sheets and cover letter (Appendix A), accompanied by a self-addressed return envelope. Recipients were requested to complete the survey (Appendix B) and to return it to me at the school administration building in Newport News within a ten-day period. One week following the date the initial cover letter and survey were sent, a follow-up e-mail reminder was sent to each recipient of the survey. Three weeks following the date of the initial cover letter, a follow-up letter and a replacement questionnaire were mailed to all non-respondents. Over a six-week period ending March 15, 2002, surveys were

returned. Data surveys mailed and responses are in Table 4. Three of the 34 returned survey instruments mailed to the administrators were damaged or contained only responses to the demographic section. Five of the instruments returned from the mentors had no responses to the survey questions. There were no responses on three of the beginning teacher instruments. Seventy-five percent of the mailed survey instruments were returned and used in the data analysis.

Table 4

Data on Surveys Mailed and Returned by Population

Populations	Surveys mailed <u>N</u>	Surveys returned <u>N</u>	Returned <u>%</u>	Surveys Usable <u>N</u>	Usable <u>%</u>
Administrators	35	34	97	31	89
Mentors	80	61	76	56	70
Beginning Teachers	136	103	76	100	74
Total	251	198	79	187	75

Descriptive Data: Demographic Variables

Descriptive statistics were calculated for the demographic variables for all three populations in the study. These data are in Tables 5-7.

The description of each population in the study is presented showing each demographic variable with number (N) and percentage of respondents in each category. In Table 5 slightly more than half of the respondents to the

administrators' survey held a masters degree, and the remaining respondents held advanced degrees, with three holding the doctorate. With the exception of one, all of the administrators responding were over the age of 40. Of the two ethnic groups represented, Caucasians (White) and African-American (Black), about three fifths of the respondents were White, and there were more males than females. No other ethnic group was represented.

Table 5

Demographic Characteristics of Respondents – Administrators, N=31

Variable	<u>N</u>	Percent
Education		
Masters	17	54.8
EDS or CAS	11	35.5
Doctorate	3	9.7
Total	31	100.0
Age		
31-35 years	1	3.2
Over 40 years	30	96.8
Total	31	100.0
Ethnicity		
Caucasian (White)	18	58.1
African-American (Black)	13	41.9
Total	31	100.0
Gender		
Male	18	58.1
Female	13	41.9
Total	31	100.0

Table 5

Demographic Characteristics of Respondents – Administrators, N=31 (Continued)

Variable	<u>N</u>	Percent
Years of Experience		
2-5 years	9	29.0
6-10 years	8	25.8
11-15 years	5	16.1
16 or more	9	29.0
Total	31	100.0
Level		
Elementary	22	71.0
Middle	3	9.7
High	5	16.1
No Response	1	3.2
Total	31	100.0

There were equal numbers of respondents with five years or less and with 16 or more years of experience as an administrator at the end of the 1998-99-school term. Elementary administrators represented the largest number of respondents in the total; however, there are only five high schools in the school division and all participated in the survey.

Demographic data reported by the 56 mentor teachers who responded to the survey are provided in Table 6. The majority of the respondents were over 40 years old, Caucasian, female, and had 16 years or more of previous teaching experience.

More teachers held advanced college degrees than held bachelors' degrees. When asked if teaching was their first career, 85.7 percent reported yes.

Table 6

Demographic Characteristics of Respondents – Mentor-Teachers, N=56

Variable	<u>N</u>	Percent
Education		
Bachelors	26	46.4
Masters	24	42.9
EDS or CAS	6	10.7
Total	56	100.0
Age		
25-30 years	3	5.4
31-35 years	9	16.1
36-40 years	11	19.6
Over 40 years	33	58.9
Total	56	100.0
Ethnicity		
Caucasian (White)	35	62.5
African-American (Black)	20	35.7
Other	1	1.8
Total	56	100.0
Gender		
Male	7	12.5
Female	48	85.7
No Response	1	1.8
Total	56	100.0

Table 6

Demographic Characteristics of Respondents – Mentor-Teachers, N=56  
(Continued)

Variable	<u>N</u>	Percent
Years of Previous Experience		
Less than 5 years	4	7.1
5-10 years	13	23.2
11-15 years	11	19.6
16 or more years	28	50.0
Total	56	100.0
Level		
Elementary	23	41.1
Middle	14	25.0
High	15	26.8
No Response	4	7.1
Total	56	100.0
Teaching First Career		
Yes	48	85.7
No	6	10.7
No Response	2	3.6
Total	56	100.0

The demographic data reported by the beginning-teacher respondents with usable data and their perceptions of the demographic data of their mentors are in Table 7. During the 1998-99 school term, the majority of respondents were over 35 years old, Caucasian, female, and held a bachelors degree. Many (42.6%) of

minorities responded to the survey. Most of the beginning teacher respondents (42.6%) were first year teachers, taught elementary school (44.6%), and were in their first career (63.4%).

As perceived by the beginning teachers, their mentor-teachers were mostly Caucasians (59.4%), female (70.3%), over 35 years old (48.5%), and had 5-10 years of teaching experience (34.7%). A majority of the beginning teachers thought that their mentors-teachers held a bachelor's degree.

Table 7

Demographic Characteristics of Respondents – Beginning Teachers, N=101

Variable	<u>N</u>	Percent
Education		
Bachelors	66	65.3
Masters	29	28.7
EDS or CAS	5	5.0
No Response	1	1.0
Total	101	100.0
Age		
21-25 years	14	13.9
26-30 years	19	18.8
31-35 years	19	18.8
Over 35 years	44	43.6
No Response	5	4.9
Total	101	100.0

Table 7

Demographic Characteristics of Respondents – Beginning Teachers, N=101  
(Continued)

Variable	<u>N</u>	Percent
Ethnicity		
Caucasian (White)	57	56.4
African-American (Black)	42	41.6
Other	1	1.0
No Response	1	1.0
Total	101	100.0
Gender		
Male	24	23.8
Female	77	76.2
Total	101	100.0
Years Experience end of 1998-99		
1 year	43	42.6
2-5 years	32	31.7
6-10 years	12	11.9
11-15 years	8	7.9
16 or more years	4	3.9
No Response	2	2.0
Total	101	100.0
Level		
Elementary	45	44.6
Middle	30	29.7
High	26	25.7
Total	101	100.0
Teaching First Career		
Yes	64	63.4
No	37	36.6
Total	101	100.0

Table 7

Demographic Characteristics of Respondents – Beginning Teachers, N=101  
(Continued)

Variable	<u>N</u>	Percent
<b>Ethnicity of Mentor</b>		
Caucasian (White)	60	59.4
African-American (Black)	29	28.7
Other	3	3.0
No Response	9	8.9
Total	101	100.0
<b>Gender of Mentor</b>		
Male	22	21.8
Female	71	70.3
No Response	8	7.9
Total	101	100.0
<b>Education of Mentor</b>		
Bachelors	51	50.5
Masters	33	32.7
EDS or CAS	8	7.9
No Response	9	8.9
Total	101	100.0
<b>Years of Previous Experience of Mentor</b>		
Less than 5 years	9	8.9
5-10 years	35	34.7
11-15 years	23	22.8
16 or more years	26	25.7
No Response	8	7.9
Total	101	100.0

Table 7

Demographic Characteristics of Respondents – Beginning Teachers, N=101  
(Continued)

Variable	<u>N</u>	Percent
Age of Mentor		
21-25 years	2	2.0
26-30 years	12	11.9
31-35 years	27	26.7
Over 35 years	49	48.5
No Response	11	10.9
Total	101	100.0

<sup>1</sup>Total equals 101 because one respondent did not complete the items.

## Findings

### Mentor Program Effectiveness by Demographic Variables

The results of this study are presented as population means and standard deviations. No inferential statistical tests were deemed appropriate because the respondents were not sampled from populations. Thus, the respondents were considered the populations for comparative and reporting purposes.

There were four (4) response options on the three survey instruments. The four options and their assigned weights were:

<u>Weight</u>	<u>Scale Option</u>
1	Strongly Disagree (A)
2	Somewhat Disagree (B)
3	Somewhat Agree (C)
4	Strongly Agree (D)

The following items were stated in negative terms and were reverse coded for scoring (1=4, 2=3, 3=2, 4=1): items 7,10, 14, and 15 on the Mentor-Teacher Survey and item 25 on the Administrator's Survey (see Appendix B). A mean item score across all items was calculated for each respondent, and these means were averaged across respondents so that the results could be reported in the original metric of the response categories (1-4 scale). Results are in Tables 8-24.

The Beginning Teacher Survey contained 28 items. The Mentor -Teacher Survey contained 44 items, and the Administrator's Survey contained 27 items. A discussion of the data in the tables follows.

Research Question 1: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by level of education of the beginning teacher?

In Table 8, the data shows small differences among the respondents by education and no linear relationship between the perception of the effectiveness of the mentoring program by the beginning teachers and their level of education. The

beginning teacher respondents reported that the mentoring program had a modest level of effectiveness. One respondent did not select a category; therefore, the data could not be used.

Table 8

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Level of Education, N=99.

<u>Level of Education</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Bachelors	65	2.64	.713
Masters	29	2.55	.705
EDS or CAS	5	2.67	.538
Total	99	2.62	.698

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 2: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by age of the beginning teacher?

In Table 9, beginning teacher respondents perceived the effectiveness of the program very similar with those who were 31-35 years of age rating the program slightly higher than all other age groups. There was no linear relationship between the respondents' ratings of effective and their ages.

Table 9

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Age, N=95.

Age	<u>N</u>	<u>M</u>	<u>SD</u>
21-25 years	14	2.69	.808
26-30 years	19	2.51	.788
31-35 years	19	2.72	.548
Over 35 years	43	2.58	.720
Total	95	2.61	.710

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 3: What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by age of the mentor-teacher?

Table 10 shows that mentor teachers' over the age of 30 years perceived the mentor teacher program slightly less effective than mentor teacher's 25-30 years of age. This may be attributed to the variety of experience of the mentors and number of mentor teachers' over the age of 40. The mentor teachers' ages 25-30 years (N = 3) perceived the mentor-teacher program effective even though the number of respondents was small.

Table 10

Mentor-Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Age, N=56.

Age	<u>N</u>	<u>M</u>	<u>SD</u>
25-30 years	3	3.10	.083
31-35 years	9	2.92	.130
36-40 years	11	2.99	.144
Over 40 years	33	2.82	.392
Total	56	2.89	.321

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 4: What are the administrators' perceptions of the effectiveness of the mentor-teacher program by age of the administrator?

The administrator respondents were all over 40 years old (N = 30) with the exception of one. In Table 11, the data show that all administrators perceive the program as effective. The one younger administrator (31-35) scored the program higher in effectiveness than the older administrators (over 40).

Table 11

Administrators' Perceptions of the Effectiveness of the Mentor-Teacher Program by Age, N=31.

Age	<u>N</u>	<u>M</u>	<u>SD</u>
31-35 years	1	3.56	
Over 40 years	30	3.21	.276
Total	31	3.23	.278

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 5: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by ethnicity of the beginning teachers?

Small differences were observed among the ethnic categories with Caucasians rating the program slightly higher than African Americans. The one Hispanic respondent rated the program lower than all others. At best, one could say that the program, in the perceptions of these respondents is only modestly effective.

Table 12

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Ethnicity, N=99.

<u>Ethnicity</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Caucasian (White)	56	2.68	.659
African-American (Black)	42	2.57	.752
Hispanic	1	1.93	
Total	99	2.62	.698

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 6: What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by ethnicity of the mentor teacher?

In Table 13, the Caucasian mentor teachers rated the program slightly lower than African American mentor teachers. The one Hispanic mentor teacher rated the program higher than the Caucasian or African American mentor teachers.

Table 13

Mentor Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Ethnicity, N=56.

<u>Ethnicity</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Caucasian (White)	35	2.86	.290
African-American (Black)	20	2.93	.376
Hispanic	1	3.11	
Total	56	2.89	.321

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 7: What are the administrators' perceptions of the effectiveness of the mentor-teacher program by ethnicity of the administrator?

In Table 14, the data reveal that Caucasian administrators and African-American administrators perceived the mentor-teacher to be effective, with African Americans rating the program higher than Caucasians. The African American respondents showed less variation in their responses than did the Caucasians.

Table 14

Administrators' Perceptions of the Effectiveness of the Mentor-Teacher Program by Ethnicity, N=31.

Ethnicity	<u>N</u>	<u>M</u>	<u>SD</u>
Caucasian (White)	18	3.14	.290
African-American (Black)	13	3.34	.225
Total	31	3.23	.278

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 8: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by gender of the beginning teacher?

The majority of the beginning teacher respondents were female. Males perceived the mentor-teacher program as slightly more effective than females.

These data are in Table 15.

Table 15

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Gender, N=100.

Gender	<u>N</u>	<u>M</u>	<u>SD</u>
Female	77	2.60	.747
Male	23	2.69	.498
Total	100	2.62	.696

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 9: What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by gender of the mentor teacher?

The female ( $N = 48$ ) mentor teachers outnumbered the male ( $N = 7$ ) mentor teachers by seven to one. The data in Table 16 show that the females rated the program slightly higher than the males. One of the respondents did not select a gender and the response was not used in the data table.

Table 16

Mentor Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Gender,  $N=55$ .

Gender	<u>N</u>	<u>M</u>	<u>SD</u>
Female	48	2.89	.316
Male	7	2.87	.386
Total	55	2.89	.321

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 10: What are the administrators' perceptions of the effectiveness of the mentor-teacher program by gender of the administrator?

The data in Table 17 show that there were five more female administrators than male administrators. The variability in male responses was much greater than in female responses. Both male and female perceive the mentor-teacher program as effective.

Table 17

Administrators' Perceptions of the Effectiveness of the Mentor-Teacher Program by Gender, N=31.

Gender	<u>N</u>	<u>M</u>	<u>SD</u>
Female	18	3.23	.323
Male	13	3.22	.214
Total	31	3.23	.278

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 11: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by years of teaching experience of the new teacher?

The data in Table 18 reveal minor variations in the perception of the effectiveness of the mentor-teacher program by previous years of teaching experience of the beginning teacher. Most of the beginning teacher respondents (N=42) completed their first year of teaching during the 1998-99-school term. Beginning teachers with 6-10 and 16 or more years of experience rated the program higher than other age groups. Two respondents did not select a category so their data could not be used.

Table 18

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Years Experience, N=100.

Years of Experience	<u>N</u>	<u>M</u>	<u>SD</u>
1 year	42	2.62	.717
2-5 years	32	2.54	.744
6-10 years	12	2.76	.681
11-15 years	8	2.58	.684
16 or more years	4	2.77	.197
Total	100	2.61	.698

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 12: What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by years of teaching experience of the mentor?

The data in Table 19 show the mentor teachers with less than 5 years of previous teaching experience and mentor teachers with five years of previous teaching experience rated the mentor teacher program slightly higher than the other groups with more experience. The mean scores for all the groups were close together; however, there were differences in variability between those mentor teachers with 11 or more years of previous teaching experience and those with less

than 11 years of experience. Those with fewer years of teaching experience were more likely to agree on the effectiveness of the program than those with more years of teaching experience.

Table 19

Mentor Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Years of Teaching Experience, N=56.

<u>Years of Experience</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Less than 5 years	4	3.00	.169
5-10 years	13	2.89	.185
11-15 years	11	2.85	.420
16 or more years	28	2.88	.352
Total	56	2.89	.321

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 13: What are the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by first career of the beginning teacher?

Beginning teachers were asked if teaching was their first career. Teaching was a first career for about two-thirds of the respondents. Both groups perceived the effectiveness of the mentor teacher program the same. These data are in Table 20.

Table 20

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Career Status, N=100.

Is teaching your first career?	<u>N</u>	<u>M</u>	<u>SD</u>
Yes	64	2.62	.707
No	36	2.62	.687
Total	100	2.62	.696

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree.

Research Question 14: What are the administrators' perceptions of the effectiveness of the mentor-teacher program by years of experience as an administrator?

Administrators with 2-5 years of experience as an administrator perceived the mentor-teacher program to be less effective than all other administrators. Those with 11-15 years of experience perceived the program more effective than all others. The data are in Table 21.

Table 21

Administrators' Perceptions of the Effectiveness of the Mentor-Teacher Program by Years of Experience, (N = 31)

<u>Years of Experience</u>	<u>N</u>	<u>M</u>	<u>SD</u>
2- 5 years	9	3.19	.332
6-10 years	8	3.25	.266
11-15 years	5	3.31	.178
16 or more years	9	3.20	.308
Total	31	3.23	.278

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 15: What are the administrators' perceptions of the effectiveness of the mentor-teacher program by position?

Elementary administrators were the majority of the respondents, and they rated the program lower than middle and high school administrators. Middle school administrators rated the program the highest of the three groups.

Table 22

Administrators' Perceptions of the Effectiveness of the Mentor-Teacher Program by Position, (N = 3)

<u>Position of the Administrator</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Elementary	22	3.21	.297
Middle School	3	3.31	.235
High School	5	3.25	.284
Total	30	3.23	.282

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 16: What are the mentor teachers' perceptions of the effectiveness of the mentor-teacher program by position?

Mentor teachers at the elementary level were the largest group of respondents; they were the middle scorers of the three groups. High school mentor teachers had the most favorable perceptions of the program, and middle school mentor teachers had the least favorable perceptions of the program. The data are in Table 23.

Table 23

Mentor Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Position, (N = 52)

Position of the mentor teacher	<u>N</u>	<u>M</u>	<u>SD</u>
Elementary	23	2.91	.237
Middle School	14	2.79	.364
High School	15	2.94	.417
Total	52	2.89	.331

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Research Question 17: What is the beginning teachers' perceptions of the effectiveness of the mentor-teacher program by position?

The beginning teachers at all levels rated the effectiveness of the mentor teacher program about the same, with the elementary teachers rating the program highest of the three levels. The beginning teachers at the high school level rated the effectiveness of the program slightly lower than the middle school beginning teachers. The data are in Table 24.

Table 24

Beginning Teachers' Perceptions of the Effectiveness of the Mentor-Teacher Program by Position, (N = 100)

Position of the beginning teacher	<u>N</u>	<u>M</u>	<u>SD</u>
Elementary	44	2.65	.737
Middle School	30	2.61	.711
High School	26	2.57	.629
Total	100	2.62	.696

Note. The scale was 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

#### Mentor Program Effectiveness by Population and Item

Survey items were analyzed for each population, and the findings are displayed in Tables 25 through 27. Each table contains the percentage responding to each response category by item.

Responses to the beginning teacher survey items were analyzed first. Results in Table 25 indicate that from 27.4 percent to 59.0 percent of the beginning teachers somewhat disagreed or strongly disagreed to every item on the survey. This means that many beginning teachers were not receiving the kind of mentoring that was considered effective by the program administrators. The items with the highest percentages of somewhat disagree and strongly disagree responses were (24) spending time with the beginning teacher once a week during the first

semester, (22) helping to develop procedures for making home visits, (18) providing support during the opening of school, (9) helping design instruction to stimulate student learning, (7) helping set up and organize the classroom, and (10) helping to set up criteria to evaluate Standards of Learning tested areas.

There were several items with which over two-thirds of the beginning teachers somewhat agreed or strongly agreed. These are the strengths of the program; however, the word “strengths” must be tempered with the caveat that from 27.4 percent to 33.4 percent of the respondents somewhat disagreed or strongly disagreed with the items. With this in mind, the strengths are: (28) providing emotional support when needed, (2) helping to create strategies to engage student learning, (25) sharing or interpreting school site guidelines and procedures, (4) helping to create purposes for student learning, (14) helping to establish student assignments to maximize learning, (19) helping to interpret the school system’s policies and procedures, (15) helping to facilitate authentic learning activities, (17) assisting with collaborating with colleagues on committees and other activities, and (12) helping to develop activities to make students proficient in essential knowledge.

Table 25

Analysis by Item-- Beginning Teacher Survey, N=100

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
1. My mentor helped develop effective classroom discipline.	1	19.0	18.0	38.0	25.0	100	
2. My mentor helped create strategies to engage student learning.	1	20.0	8.0	45.0	27.0	100	
3. My mentor helped create student assessment instruments.	1	20.0	16.0	39.0	25.0	100	
4. My mentor helped create purposes for student learning.	2	20.2	11.1	43.4	25.3	100	
5. My mentor helped evaluate classroom discipline strategies.	1	23.0	11.0	45.0	21.0	100	
6. My mentor helped understand Virginia state assessment criteria.	2	28.3	16.2	30.3	25.3	100	
7. My mentor helped set up and organize my classroom.	2	22.2	24.2	40.4	13.1	100	
8. My mentor provided guidance establishing discipline procedures.	1	25.0	18.0	39.0	18.0	100	
9. My mentor helped design instruction that stimulated student learning.	2	21.2	26.3	35.4	17.2	100	
10. My mentor helped set criteria to evaluate SOL tested areas.	1	31.0	15.0	33.0	21.0	100	
11. My mentor helped develop a schedule to maximize instructional time.	1	16.0	24.0	36.0	24.0	100	
12. My mentor helped develop activities to make students proficient in essential knowledge.	1	13.0	21.0	45.0	21.0	100	

Table 25

Analysis by Item--Beginning Teacher Survey, N = 100 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
13. My mentor assisted me in developing parent conferences.	1	15.0	20.0	40.0	25.2	100	
14. My mentor helped establish student assignments to maximize learning.	2	15.2	17.2	47.5	20.2	100	
15. My mentor helped facilitate authentic learning activities.	1	18.0	15.0	39.0	28.0	100	
16. My mentor helped create different ways to involve parents.	2	15.2	23.2	42.4	19.2	100	
17. My mentor assisted in collaborating with colleagues on committees and other activities.	2	17.2	16.2	38.4	28.3	100	
18. My mentor spent time with me daily providing support during the opening school.	1	26.0	21.0	30.0	23.0	100	
19. My mentor assisted in the interpretation of school system policies and procedures.	1	17.0	15.0	46.0	22.0	100	
20. My mentor taught me how to design lessons in which students mastered concepts.	1	22.0	21.0	44.0	13.0	100	
21. My mentor taught me to design lessons for students to master skills.	1	18.0	24.0	40.0	18.0	100	
22. My mentor helped develop procedures for making home visits.	2	34.3	21.2	31.3	13.1	100	

Table 25

Analysis by Item--Beginning Teacher Survey, N =100 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
23. My mentor encouraged me to be an active participant on school committees with other colleagues.	4	16.5	21.6	38.1	23.7	100	
24. My mentor spent time with me once a week providing support during the first semester of the school year.	1	37.0	22.0	27.0	14.0	100	
25. My mentor shared / interpreted school site guidelines and procedures.	3	14.3	15.3	45.9	24.5	100	
26. My mentor provided a school site policies and procedures handbook.	6	24.2	20.0	35.8	20.0	100	
27. My mentor helped develop working relationship with my colleagues.	7	20.2	18.1	41.5	20.2	100	
28. My mentor provided emotional support when needed.	6	13.7	13.7	37.9	34.7	100	

Note. 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

Data on mentor teacher perceptions of the effectiveness of the mentor program by item are in Table 26. The percentage of mentor teachers that somewhat disagreed or strongly disagreed across items ranged from a low of 1.8 percent to a high of 90.3 percent. In the former case, very few teachers disagreed that their principals encouraged them to mentor beginning teachers because of their special skills or knowledge; in the latter case, most mentor teachers disagreed with the statement that their principals gave them fewer students to teach in order to provide mentoring. The meaningful items receiving the most disagreement from the mentor teachers were (3) being assigned fewer students to teach in order to provide mentoring, (42) being allowed to co-teach the same content subject as the mentee, (35) being allowed to co-teach the same grade level as the mentee, (9) the principal not requiring the mentor teacher to serve as chairperson on committees while serving as a mentor, (4) the principal not requiring sponsorship of extracurricular activities while serving as a mentor, (12) being given release time each marking period to provide mentoring, and (27) participating in an in-service on preparing portfolios as a part of the evaluation procedure.

Some strengths of the mentoring program were found in the data. A strength is an item with a large number of mentor teachers somewhat agreeing or strongly agreeing with it. It is an item that is not socially desirable or self-serving. Examples of self-serving items are “My colleagues identified me as a role model

Table 26

Analysis by Item--Mentor Teacher Survey, N=56

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
1. I received training before I was assigned a mentee.	0	39.3	5.4	14.3	41.1	100	
2. My principal gave me time to provide mentoring once a week.	0	16.1	19.6	30.4	33.9	100	
3. My principal assigned me fewer students to teach in order to provide mentoring.	0	71.4	8.9	3.6	16.1	100	
4. My principal did not require sponsorship of extracurricular activities while serving as a mentor.	1	30.9	23.6	14.5	30.9	100	
5. I observed my mentee during direct instruction.	0	19.6	12.5	19.6	48.2	100	
6. I received training during the school year after I began mentoring.	0	28.6	16.1	30.4	25.0	100	
*7. I needed additional release time to provide successful mentoring.	0	12.5	14.3	33.9	39.3	100	
8. My principal gave me fewer responsibilities for chairing school committees to provide time for teacher mentoring.	0	42.9	16.1	25.0	16.1	100	
9. My principal did not require me to serve as chairperson on committees while serving as a mentor.	0	42.9	8.9	21.4	26.8	100	
*10. I needed additional opportunities to observe my mentee in the classroom.	1	9.1	10.9	43.6	36.4	100	
11. My training helped me develop a good mentor-mentee relationship.	3	15.1	7.5	22.6	54.7	100	

Table 26

Follow-up Analysis by Item--Mentor Teacher Survey, N=56 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
12. My principal gave me release time each marking period to provide mentoring.	0	41.1	10.7	19.6	28.6	100	
13. I provided feedback to my mentee.	0	8.9	1.8	14.3	75.0	100	
*14. I needed additional training to help me develop skills to be a successful mentor.	1	32.7	27.3	30.9	9.1	100	
*15. My principal gave me only one-hour of release time daily prior to the opening of school to help my mentor.	0	58.9	23.2	5.4	12.5	100	
16. I followed the guidelines my principal gave me to give meaningful feedback to my mentee.	0	16.1	12.5	25.0	46.4	100	
17. My principal encouraged me to mentor beginning teachers because of my special skills or knowledge.	1	1.8	0	38.2	60.0	100	
18. My colleagues acknowledged my special humanist skills in the area of human relations.	1	0	9.1	41.8	49.1	100	
19. My principal acknowledged my special human relations skills.	1	1.8	7.3	30.9	60.0	100	
20. My administrator made certain that I fully understood the local school policies and procedures.	1	10.9	5.5	38.2	45.5	100	
21. My administrator provided me with a thorough explanation of the formative evaluation procedures for teachers.	0	12.5	1.8	30.4	55.4	100	

Table 26

Analysis by Item--Mentor Teacher Survey, N=56 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
22. I taught the same content as my mentee.	0	10.7	1.8	16.1	71.4	100	
23. I volunteered to be a mentor.	0	10.7	5.4	23.2	60.7	100	
24. My colleagues acknowledged my special teaching skills.	2	0	5.6	29.6	64.8	100	
25. My administrator provided me with the school site policies and procedures handbook.	1	10.9	7.3	29.1	52.7	100	
26. My administrator provided me with a thorough explanation of the summative evaluation procedure for teachers.	1	7.3	5.5	30.9	56.4	100	
27. I participated in an in-service on preparing portfolios as a part of the evaluation procedure.	2	50.0	18.5	11.1	20.4	100	
28. I served as a mentor to several beginning teachers in my same content area.	4	42.3	19.2	7.7	30.8	100	
29. I willingly accepted the task of serving as a mentor	6	0	2.0	20.0	78.0	100	
30. My administrator encouraged me to stay abreast of the changes in the school site policies and procedures.	6	12.0	16.0	36.0	36.0	100	
31. I participated in the school division's meetings on the evaluation procedures for teachers.	0	25.0	17.9	16.1	41.1	100	

Table 26

Analysis by Item--Mentor Teacher Survey, N=56 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
32. I had knowledge of the subject taught by my mentee, but I did not teach the same subject as my mentee.	0	48.2	8.9	17.9	25.0	100	
33. My administrator made certain that I fully understood the school division's policies and procedures.	0	10.7	10.7	30.4	48.2	100	
34. I felt a need to serve as a mentor.	1	3.6	10.9	34.5	50.9	100	
35. My administrator allowed me to co-teach the same grade level with my mentee.	0	46.4	16.1	7.1	30.4	100	
36. I modeled appropriate attire for the content area being taught.	0	1.8	5.4	23.2	69.6	100	
37. My principal provided me with the opportunity to model teaching strategies to beginning teachers.	0	7.1	8.9	30.4	53.6	100	
38. I want to continue to serve as a mentor teacher.	1	3.6	1.8	27.3	67.3	100	
39. I modeled behavior of an effective teacher whenever I had the opportunity.	0	0.0	0.0	21.4	78.6	100	
40. My colleagues identified me as a role model for beginning teachers.	0	1.8	3.6	33.9	60.7	100	
41. I taught the same grade level as my mentee.	0	26.8	5.4	14.3	53.6	100	
42. My administrator allowed me to co-teach the same content subject with my mentee.	1	50.9	18.2	16.4	14.5	100	

Table 26

Analysis by Item--Mentor Teacher Survey, N=56 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
43. I served as a mentor to several beginning teachers on my same grade level.	0	41.1	17.9	12.5	28.6	100	
44. I had knowledge of the grade level of my mentee, but I did not teach the same grade level as my mentee.	0	42.9	12.5	23.2	21.4	100	

Note. 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

\*These items were not reverse scored in this analysis. They were reverse scored for calculating the means in the earlier analyses.

for beginning teachers.” “I modeled behavior of an effective teacher whenever I had the opportunity.” Strengths, following the culling of the above items, were (38) wanting to continue to serve as a mentor teacher, (11) being helped by training to develop a good mentor-mentee relationship, (16) following the guidelines the principal provided on giving meaningful feedback to mentees, (20) being trained by the administrator to fully understand the local school policies and procedures, (21) being trained by the administrator on the formative evaluation procedures for teachers, (22) teaching the same content area as the mentee, (23) volunteering to be a mentor, (25) being provided with a school site policies and procedures handbook, (26) being trained by the administrator on the summative evaluation procedures for teachers, (29) willingly to accepting the task of mentoring, and (30) being encouraged to stay abreast of changes in school site policies and procedures.

The last two items on the mentor teacher survey were analyzed and are shown in Appendix E. The first item asked why the mentor teacher continues to teach in Newport News. Responses included “the instructional program” and “collegial relationships,” which were selected 30 times each by the mentor teachers. “Benefits” and “leadership opportunities” were selected 21 times followed by “family support” and “family ties.” “Staff development” was selected the least number of times as a reason for continuing to teach in Newport News.

The final item on the mentor teacher survey asked if the mentor teacher considered leaving and why. There were only nine responses from the 56-mentor teacher respondents. Those responses were:

“I am considered to be a master teacher and yet I am not given any recognition-at a formal level, of course. I feel like a “baby sitter” because of the behavior problems and lack of parental support. In 13 years, I’ve probably given plus 26 years. I want to devote time to family now, where I’m appreciated.”

“More money, poor salaries”

“To be closer to home”

“Compensation, climate (the way we are treated)”

“To shorten my commute”

“Change in family situation”

“To Retire”

“ I considered going into the library and leaving the classroom. I had interviews in other school systems.”

The data for the items on the *Administrator’s Survey* is in Table 27.

Percentages of administrators somewhat disagreeing or strongly disagreeing with the items ranged from 0.0 percent to 63.4 percent. Three of the 27 items had no administrator disagreeing with them. They were (1) mentor helping the beginning teacher select instructional goals, (2) mentor helping the beginning teacher create an effective learning environment, and (19) the beginning teacher maintaining accurate student records. The item with which 63.4 percent of the administrators

Table 27

Analysis by Item--Administrator's Survey, N=31

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
1. The mentor teacher helped assist the beginning teachers with selecting instructional goals.	1	0	0	60.0	40.0	100	
2. The mentor teacher helped beginning teachers create an effective learning environment.	1	0	0	46.7	53.3	100	
3. The mentor teacher modeled a variety of instructional strategies for the beginning teacher.	1	0	10.0	50.0	40.0	100	
4. The mentor teacher offered a meaningful system to the beginning teacher for communicating frequently with families.	1	0	6.7	70.0	23.3	100	
5. The mentor teacher helped the beginning teacher plan activities that engaged students in learning.	1	0	3.3	46.7	50.0	100	
6. The mentor teacher helped beginning teachers establish a system of classroom management.	1	0	3.3	40.0	56.7	100	
7. The mentor teacher assisted the beginning teacher in creating a safe classroom.	2	0	3.4	55.2	41.4	100	
8. The mentor teacher helped the beginning teacher to use instructional assessment strategies.	1	3.3	10.0	63.3	23.3	100	
9. The mentor teacher helped the beginning teacher plan instruction based on subject-matter knowledge.	2	0	3.3	63.3	33.3	100	

Table 27

Analysis by Item--Administrator's Survey, N=31 (Continued)

Item	No Response	Percent Responding					<u>%</u>
		1	2	3	4		
10. The mentoring program for the school system was a worthwhile program.	1	0	3.3	26.7	70.0	100	
11. The beginning teacher participated with the mentor teacher and other colleagues in professional development activities.	1	0	3.3	30.0	66.7	100	
12. The mentor teacher assisted the beginning teacher in selecting instructional activities appropriate for each content area.	1	0	3.3	56.7	40.0	100	
13. The mentor teacher assisted the beginning teacher in establishing standards of conduct for students.	1	0	3.3	53.3	43.3	100	
14. The mentor teacher assisted the beginning teacher in creating a warm, friendly environment.	1	0	3.3	66.7	30.0	100	
15. The mentor teacher assisted the beginning teacher in developing meaningful discussion techniques.	1	0	16.7	73.3	10.0	100	
16. The mentor helped the beginning teacher plan activities for a diverse population.	1	0	13.3	70.0	16.7	100	
17. The mentor teacher assisted the beginning teacher in developing questions that were uniformly high quality with adequate response time.	1	0	20.0	70.0	10.0	100	
18. The beginning teacher volunteered to participate with colleagues on school committees.	1	0	13.3	46.7	40.0	100	

Table 27

Analysis by Item--Administrator's Survey, N=31 (Continued)

Item	No Response	Percent Responding					%
		1	2	3	4	%	
19. The beginning teacher maintained accurate student records	1	0	0	63.3	36.7	100	
20. The mentor teacher offered suggestions to the beginning teacher on specific instructional approaches.	1	0	3.3	50.0	46.7	100	
21. The mentor teacher encouraged the beginning teacher to develop relationships with colleagues.	1	0	6.7	43.3	50.0	100	
22. I believe the mentoring program should continue.	0	3.2	0	16.1	80.6	100	
23. The participants' mentoring program should include first and second year teachers.	0	6.5	0	35.5	58.1	100	
24. The mentor teachers are appropriately compensated.	1	26.7	36.7	36.7	0	100	
*25. The mentoring program for the school system should be restructured.	1	20.0	33.3	36.7	10.0	100	
26. The mentor teacher encouraged the beginning teacher to develop relationships with parents.	1	0	6.7	70.0	23.3	100	
27. The mentor teacher encouraged the beginning teacher to develop relationships with agencies in the larger community.	1	3.3	70.0	23.3	3.3	100	

Note. 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree

\*This item was not reverse coded for this analysis. It was reverse coded for the analyses using means earlier in this chapter.

disagreed was item 24 on adequate compensation for mentors. There were few weak areas identified by the responding administrators; however, large numbers responded somewhat disagree or strongly disagree to (19) appropriate compensation for mentors, (27) mentors encouraging beginning teachers to develop relationships with agencies in the larger community, (15) mentor teacher assisting the beginning teacher in developing meaningful discussion techniques, (16) mentor helping the beginning teacher plan for a diverse population, (17) mentor assisting the beginning teacher in developing questions that are of uniform high quality and have adequate wait time, (18) beginning teachers participating with colleagues on school committees, and (8) mentor helping the beginning teacher to use instructional assessment strategies. In addition, 46.7 percent of the administrators somewhat agreed or strongly agreed that the mentoring program should be restructured (Item 25).

In addition to the three items identified above as strengths, large numbers of administrators somewhat agreed or strongly agreed that the mentor helped the beginning teacher (5) plan activities that engaged students in learning, (6) establish a system of classroom management, (7) create a safe classroom, (9) plan instruction based on subject-matter knowledge, (12) select instructional activities appropriate for each content area, (13) establish standards of conduct for students, (14) create a warm and friendly environment, and (20) use specific instructional

approaches. In addition, they felt the mentoring program was (10) worthwhile and that (11) beginning teachers participated with their mentor teachers and other colleagues in professional development activities.

Administrators were asked what they considered when assigning a mentor teacher to a beginning teacher. Ethnicity, age, grade level (elementary and middle), level of education, years of previous teaching experience, gender, content in departmentalized schools and other were the choices provided. There were only nine respondents to this item. Grade level and years of experience were selected by all of the respondents. Two respondents selected gender as a consideration. Three respondents wrote the word competency in the area marked other. No other choices were selected.

### Summary

This study focused on the perceived effectiveness of the teacher-mentoring program utilized during the 1998-99-school term in the Newport News, Virginia, School Division. The study included 100 beginning teachers, 56 mentor teachers and 31 administrators. Each person in the three populations received a survey instrument using the mail service, and a follow up was conducted via computer e-mail. A total of 34 administrator surveys were mailed and 31 (89%) were usable. One hundred thirty-six survey instruments were mailed to the beginning teachers and 103 were returned. One hundred (74%) of the instruments were usable. A total

of 80 surveys were mailed to mentor teachers; 61 (76%) were returned, and 56 (70%) were usable.

Most of the administrators in this study were male, Caucasian, worked at the elementary level, and were over 40 years of age. The majority of the mentor respondents were over 40 years old, Caucasian, female, and had 16 or more years of previous teaching experience. The majority of the beginning teacher respondents were Caucasian, female, were in their first career, and held the bachelor's degree. The beginning teachers perceived their mentor to be Caucasian, female, and having earned a bachelor's degree.

The administrator respondents rated the mentoring program higher ( $\underline{M}=3.23$ ,  $\underline{SD}=.278$ ,  $\underline{N}=31$ ) in effectiveness than either the beginning teachers ( $\underline{M}=2.61$ ,  $\underline{SD}=.710$ ,  $\underline{N}=95$ ) or the mentors ( $\underline{M}=2.89$ ,  $\underline{SD}=.320$ ,  $\underline{N}=56$ ). The analysis by item revealed some strengths and a number of areas that need improvement.

From the perspective of the beginning teacher, the strengths are: Mentors provided emotional support when needed, helped to create strategies to engage student learning, shared and interpreted school site guidelines and procedures, helped to create purposes for student learning, helped to establish student assignments to maximize learning, helped to interpret the school system's policies and procedures, helped to facilitate authentic learning activities, assisted with

collaborating with colleagues on committees and other activities, and helped to develop activities to make students proficient in essential knowledge.

From the perspective of the mentor teacher, the strengths are: a cadre of mentors who want to be mentors and are willing to continue to be mentors, training in developing good mentor-mentee relationships, training on the policies and procedures of the local school, training on providing meaningful feedback, training on formative and summative evaluation procedures, being assigned mentees who are teaching in the same content areas, and being encouraged to stay abreast of changes in policies and procedures at the school site.

From the perspective of the administrators, the strengths are: mentors helped beginning teachers select instructional goals, create an effective learning environment, maintain accurate student records, plan activities that engaged students in learning, establish a system of classroom management, create a safe classroom, plan instruction based on subject-matter knowledge, select instructional activities appropriate for each content area, establish standards of conduct for students, create a warm and friendly environment, and use specific instructional approaches. In addition, they felt the mentoring program was worthwhile and that beginning teachers attended professional development activities with their mentors.

Several areas needing improvement were identified. From the perspective of the beginning teacher, they are: spending sufficient time with the mentor during the

first semester, developing procedures for making home visits, providing support during the opening of school, designing instruction to stimulate student learning, setting up and organizing the classroom, and setting up criteria to evaluate Standards of Learning tested areas.

From the perspective of the mentor teacher, the areas needing improvement are: being assigned fewer students, being allowed to co-teach the same content subject or grade level as the mentee, not being required to serve on committees while serving as a mentor, not requiring sponsorship of extracurricular activities while serving as a mentor, being given release time to provide mentoring, and participating in in-service on preparing portfolios as a part of the evaluation procedure.

From the perspective of administrators, the areas needing improvement are: compensation for mentors and mentors helping beginning teachers develop relationships with agencies in the larger community, develop meaningful discussion techniques, plan for a diverse population, develop high quality questions with adequate wait time, and use instructional assessment strategies. Further, the administrators felt more could be done with beginning teachers participating with colleagues on school committees.

## CHAPTER 4

### SUMMARY, CONCLUSION, DISCUSSION, IMPLICATIONS FOR CHANGE IN THE PROGRAM, AND RECOMMENDATIONS

The purpose of Chapter 4 is to summarize the study designed to examine participants' perceptions of the teacher-mentoring program in the Newport News Public Schools. A review of the purpose of the study, a review of the methodology, summary of results, discussion of results, conclusions, implication for change in the program, and recommendations for future studies.

#### Summary

##### Purpose of the Study

The purpose of this study was to examine perceptions of how well the mentor teacher program met the needs of the beginning teacher, the mentor teacher, and the school division. Such an assessment would assist administrators in making recommendations for change in mentor programs at both the local and state levels. Further, the results would assist administrators in determining whether to keep the program as part of the Newport News School Division's continuing reform efforts.

##### Research Methodology

The researcher used descriptive research methodology and survey techniques to collect and analyze data from the beginning teachers with initial

employment dates in August of 1998, the mentor teachers assigned as mentors during the 1998-99 school term, and the building administrators serving as program administrators during the 1998-99 school term. Three separate survey instruments were developed that included nine domains for the beginning teachers, 10 domains for mentor teachers, and five domains for administrators. The three surveys, utilizing a Likert four point scale, produced data to determine how well the teacher mentoring program in Newport News Public Schools met the needs of the three populations. Three sets of data ratings of the effectiveness of the program were analyzed separately. Each set of data was disaggregated by age, gender, ethnicity, years of experience, position, educational level, and first career status or not career status. Means were compared to identify differences in the perceptions of the program's effectiveness. Finally, an analysis by item was conducted, and perceived strengths and areas needing improvement were reported.

### Results

This study included 251 participants in three populations. Each participant was mailed a survey via mail. A total of 198 surveys were returned, yielding a 79% return rate. Thirty-one administrator surveys, 56 mentor teacher surveys and 100 beginning teacher surveys were usable. The total usable responses were 187 or 75% of the population. An extensive summary of results may be found at the end of Chapter 3.

## Conclusion

The overall conclusion is that the program is only modestly meeting the needs of the beginning teachers and mentors. In the perception of administrators, the program is meeting the needs of the school division. The data are quite clear that the closer one is to the classroom (beginning teacher) the lower one rates the mentoring program. The beginning teachers rated the program the lowest, with the mentors rating it next lowest and administrators rating it the highest

The mentor program has strengths. These strengths are associated with the position of the rater. The beginning teachers perceived the following strengths: Mentors provided emotional support when needed, helped to create strategies to engage student learning, shared and interpreted school site guidelines and procedures, helped to create purposes for student learning, helped to establish student assignments to maximize learning, helped to interpret the school system's policies and procedures, helped to facilitate authentic learning activities, assisted with collaborating with colleagues on committees and other activities, and helped to develop activities to make students proficient in essential knowledge.

From the perspective of the mentor teacher, the strengths are: a cadre of mentors who want to be mentors and are willing to continue to be mentors, training in developing good mentor-mentee relationships, training on the policies and procedures of the local school, training on providing meaningful feedback, training

on formative and summative evaluation procedures, being assigned mentees who are teaching in the same content areas, and being encouraged to stay abreast of changes in policies and procedures at the school site.

From the perspective of the administrators, the strengths are: mentors helped beginning teachers select instructional goals, create an effective learning environment, maintain accurate student records, plan activities that engaged students in learning, establish a system of classroom management, create a safe classroom, plan instruction based on subject-matter knowledge, select instructional activities appropriate for each content area, establish standards of conduct for students, create a warm and friendly environment, and use specific instructional approaches. In addition, they felt the mentoring program was worthwhile and that beginning teachers attended professional development activities with their mentors.

The mentor program has areas needing improvement. From the perspective of the beginning teacher, they are: spending sufficient time with the mentor during the first semester, developing procedures for making home visits, providing support during the opening of school, designing instruction to stimulate student learning, setting up and organizing the classroom, and setting up criteria to evaluate Standards of Learning tested areas.

From the perspective of the mentor teacher, the areas needing improvement are: being assigned fewer students, being allowed to co-teach the same content

subject or grade level as the mentee, not being required to serve on committees while serving as a mentor, not requiring sponsorship of extracurricular activities while serving as a mentor, being given release time to provide mentoring, and participating in in-service on preparing portfolios as a part of the evaluation procedure.

From the perspective of administrators, the areas needing improvement are: compensation for mentors and mentors helping beginning teachers develop relationships with agencies in the larger community, develop meaningful discussion techniques, plan for a diverse population, develop high quality questions with adequate wait time, and use instructional assessment strategies. Further, the administrators felt more could be done with beginning teachers participating with colleagues on school committees.

Given the data on general ratings by the three groups and the specific ratings on the items in the surveys, it is clear that this program is meeting some of the needs of the beginning teacher, the mentors, and the school division. However, there is much work to be done if this program is to produce the results expected by all three groups of respondents.

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## Discussion

These findings indicate the perceptions of how well the mentoring program meets the need of Newport News Public Schools varies according to population. The needs of the beginning teacher and mentor teacher are consistent with findings reported in earlier studies. These studies indicated the area of greatest need for beginning teachers are developing and evaluating classroom discipline strategies, student assessment, organization, mastery of skills, relationship with parents and colleagues, emotional support and orientation. Consistent with earlier studies, the mentor teacher needs are for training, receiving release time, receiving a reduced workload, teaching in the same content area or subject area, understanding the site policies and procedures, understanding evaluation procedures, serving as a role model for teaching, and willingness to be a mentor-teacher.

The beginning teacher continues to express a need to have the mentor teacher spend time providing mentoring activities especially during the beginning of the school year and throughout first semester. There may be several reasons why spending time during these two periods are critical. First, all beginning teachers did not take the traditional path to teaching. Many teachers hired in Newport News during that time did not complete a program in a school of education; therefore, the first time they entered a classroom other than as a student, was when they began this career as a teacher. Even though beginning teachers need a lot of support,

providing mentoring during the first weeks of school and regularly during the first semester of the school term is critical to the success and retention of these individuals.

Secondly, beginning teacher respondents feel the same pressures and tensions as mentor teachers when trying to establish SOL and other assessment criteria and procedures. They were made aware that testing is linked to school accreditation, yet it was perceived by the beginning teachers that the veteran mentor teachers did not provide the help or assistance to meet that need. How can a beginning teacher prepare students to meet the challenge if they are not receiving the skills needed to reach the testing goals? It would be interesting to know how many beginning teachers are in schools that are not fully accredited and how mentoring occurs for each of these teachers.

Another area identified in this study where beginning teachers feel a need for additional support is in making home visits. The reason home visits may be a shortcoming is because the mentor teachers are not comfortable making such visits and prefer using this type of parental contact on a limited basis. Veteran teachers may choose to develop procedures and implement home visits in an urban school division like Newport News in teams. Developing a plan and procedure to implement home visits as a team would certainly meet the needs of the school division and the beginning teachers.

Finally, beginning teachers indicated a need to have some assistance in understanding site-based policies and procedures. Site-based policies and procedures are often given during the first staff meeting at the assigned school. Mentors usually depend on the beginning teacher to use the site policies and procedures manual when the need occurs. Unfortunately, the beginning teacher will not know that the manual can meet many of their needs without assistance in understanding the policies and procedures. Lack of assistance from the mentor teacher in this area many times leads to the beginning teacher leaving the school division before the year concludes. The school division cannot afford to have teachers exit the division because their needs are not met in this way, especially at a time of teacher shortages.

The findings indicated the mentor teachers need training just as a surgeon needs training prior to beginning to practice. Mentor teachers have a need to be consistent and accurate in providing the best model of good teaching possible; therefore, if they receive training, they will be able to meet the needs of the beginning teacher without guessing the school division's expectations.

In addition to receiving the training necessary to mentor, mentor teachers perceive the need for release time and fewer responsibilities as critical to the success of a mentoring program. Release time and fewer responsibilities allow time for the mentor teacher to observe instruction and give necessary feedback for

improvement. Further, these two areas provide an opportunity during the school day to plan instruction, evaluate discipline strategies and procedures, and conduct home visits as a team.

Mentor teachers reported a need to teach the same subject area or grade level as the beginning teacher they are assigned to mentor. Such an assignment could be important to overcome barriers in meeting instructional strategies as well as barriers that occur based on the developmental needs of the children. Additionally, assignment of a beginning teacher in a similar grade or content would be easier for the mentor to fulfill their contractual duties as a teacher in light of the fact that they are not receiving release time and their work load remains equal to other teachers in the grade level or content area.

In reviewing the administrators' data, I have to wonder if they are truly in touch with the perceptions of the beginning teachers or the mentor teachers regarding the mentor teacher program. There are clearly some conflicts in what the administrators perceive as effective and what the other two populations perceive as effective. For example, 63.3% of the administrators perceived mentor teachers as assisting beginning teachers with the assessment of students, and 70% perceived that mentors encouraged beginning teachers to develop relationships with parents. Many of the beginning teachers did not perceive this to be accurate. As a matter of fact, the majority of the administrators perceived the program as moving along

smoothly. There are several reasons why this may occur. First, administrator respondents may have only thought of the one or two mentor-beginning teacher relationships that were successful in their building rather than all beginning teacher-mentor teacher relationships. Secondly, most of the administrators were from the elementary level where there are small numbers of teachers, and the program can be monitored closer. Third, the monitoring of teacher mentoring may be assigned to some other person in the building--such a lead teacher, team leader, or administrative assistant-- particularly at the secondary level. It is important to note that more than half of the administrators believed the teacher-mentoring program should be extended to both first and second year teachers. Administrators may find it helpful to meet with the first year teachers and the mentor teachers for the purpose of gathering information that will help to improve the mentoring relationship. This approach may give the administrators information on how to fully assess how well the mentoring program meets the needs of the school division.

#### Implications for Change in the Program

The perception of how well the teacher-mentoring program meets the needs of the Newport News Public School Division was based on data gathered from beginning teachers with a hire date of August 1998 and the veteran teachers assigned as mentors during that same period. According to the data, the model used

to provide teacher mentoring in 1998-99 and which is still implemented today in part, met some needs and neglected others. Based on these findings, it is the suggestion of this researcher to modify the program to place greater emphasis on the identified areas needing improvement for both the beginning teachers and the mentor teachers, especially in those areas involving state testing and accreditation. These areas are critical to students, schools, and the school division. Mentor teachers need release time and fewer responsibilities in order to provide mentoring. It would be worthwhile to consider the transition being made by experienced teachers to mentoring for the first time. According to Debolt, 1992, it is essential to have preparation for the new role as a mentor.

Administrators in the school division are faced with replacing an aging veteran teaching staff and may not have quality teachers to provide replacements. In considering this fact, administrators should consider several variables when assigning a mentor to a beginning teacher. Considering gender and ethnicity when assigning mentors may improve the level of comfort for the beginning teacher before problems arise. Much consideration should be given to assigning the beginning teacher to a veteran in the same grade level at the elementary level and content area at the middle and secondary levels in an effort to provide the beginning teacher with greater instructional support. Supporting beginning teachers is the responsibility of the entire school division and all should be sensitive to the

importance of building that support, establishing collegiality and collaboration, and building a strong school community. Building that support will assist the school division in addressing concerns, regardless of the severity, and in helping the beginning teacher remain with the school division year after year.

With the necessary attention to the identified problems in addition to the predictable problems, the model used during the 1998-99-school term should continue as needed with modifications. Even though other programs have been implemented, the school division recognizes that beginning teacher needs must be addressed through mentoring. The program model implemented and evaluated in this study should continue, especially in schools that do not have the veteran teachers trained to participate in other programs. This will allow mentoring to occur and attention given to all beginning teachers. As with any worthwhile program, program needs and design will change; therefore program assessment and evaluation should be on going. A specific program model cannot meet the needs of the beginning teachers or mentor teachers without some modifications and sensitivity to the issues driving the curriculum.

#### Recommendations for Future Studies

There are many benefits for teacher mentoring and collaboration. It encourages professional discussion and interaction among those new to the teaching profession and those who are veterans. It encourages the building of

collegial support and interaction while teaching and learning. It encourages counseling and modeling appropriate teaching techniques, sharing instructional plans, materials, resources, and enhanced instructional development. Additional studies could address why teachers leave the school division after one year of mentoring and teaching. Future studies could focus on comparing mentor teacher models in several school divisions in the region or state. Additionally, future studies could compare mentor teacher program models across the country in school divisions with similar student demographics and student size. An assessment of the same model, collecting the data immediately following the conclusion of a mentoring year, would be interesting to study. A future study could provide examine the perception of the effectiveness of the mentoring received from teachers who have participated in the mentoring program and have now reached their first tenure year of teaching in Newport News Public Schools. Another study could compare mentoring in schools that are accredited versus those that are not fully accredited or accredited with warning, either in Newport News or across the state. It would be interesting to conduct a study that examines the success of a mentor teacher program where mentoring continues through the second year of teaching. Finally, it would be of value to conduct a study that evaluates the perceptions of mentoring teachers where mentoring continues through all three years of their probationary period.

Above all of these possible studies, one future study stands out. The school division should analyze the data in this study, modify its mentoring program accordingly, implement the modifications, and evaluate how well the needs of beginning teachers, mentors, and the school division are being met under the revised program. If nothing is done with these data, this assessment has been for naught.

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Appendix A  
Survey cover letter

Dear Colleagues,

My name is Sadie Carter and I am a doctoral candidate in Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University. I am conducting a survey designed to measure the effectiveness of the Newport News Public Schools mentoring program. You were selected as a participant in this study for one of the following reasons: your initial date of employment with the Newport News Public Schools, your participation as a mentor, or your participation in the program as an administrator. Your completion of the enclosed survey will assist the school division in determining whether the program is meeting its needs as well as the needs of the beginning teachers and mentors.

The survey takes approximately ten minutes to complete. Please return it to me in the enclosed stamped, self-addressed envelope within ten days. The survey number is used for the purpose of tracking responses. All responses will be kept confidential. A summary of the survey results will be provided to you at your request.

Thank you for taking time from your busy schedule to give attention to this request. Your response is important. If you have any questions regarding the survey, please contact me at (757) 872-9067 (home) or (757) 591-4612 (office), or contact my advisor, Dr. David Parks, at (540) 231-9709. Again, thank you in advance for your assistance with this project.

Sincerely,

Sadie J. Carter  
Director Alternative Education

David Parks  
Professor

Appendix B  
Survey Instruments

***Beginning Teacher Survey***

***Please complete items 1-28 about your experience with your mentor during the 1998-99 school term.***

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
1. My mentor helped me to develop effective classroom discipline skills.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
2. My mentor helped me create strategies to engage all students in the learning.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
3. My mentor helped me to create student assessment instruments.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
4. My mentor helped me create purposes for student learning.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
5. My mentor helped me evaluate my classroom discipline strategies.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
6. My mentor helped me to understand Virginia state assessment criteria.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
7. My mentor helped me to set up and organize my classroom.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
8. My mentor provided guidance in establishing effective discipline procedures.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
9. My mentor helped me to design instruction that stimulated student learning.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
10. My mentor helped me set criteria to evaluate skills in SOL tested areas.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
11. My mentor helped me to develop a schedule which maximizes instructional time.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
12. My mentor helped me develop activities to make students proficient in essential knowledge.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
13. My mentor assisted me in developing skills dealing with parent conferences.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
14. My mentor helped me to establish student assignments to maximize learning.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
15. My mentor helped me to facilitate authentic learning activities.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
16. My mentor helped me to create different ways to involve parents.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

*Beginning Teacher Survey - continued*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
17. My mentor assisted me in collaborating with colleagues on committees and other school activities.	A	B	C	D
18. My mentor spent time with me daily providing support during the opening of school.	A	B	C	D
19. My mentor assisted me in the interpretation of school system policies and procedures.	A	B	C	D
20. My mentor taught me how to design lessons in which students mastered concepts.	A	B	C	D
21. My mentor taught me how to design lessons in which students mastered skills.	A	B	C	D
22. My mentor helped me to develop procedures for making home visits.	A	B	C	D
23. My mentor encouraged me to be an active participant on school committees with other colleagues.	A	B	C	D
24. My mentor spent time with me once a week providing support during the first semester of the school year.	A	B	C	D
25. My mentor shared and interpreted school site guidelines and procedures.	A	B	C	D
26. My mentor provided me with the school site policies and procedures handbook.	A	B	C	D
27. My mentor helped me develop a good working relationship with my colleagues.	A	B	C	D
28. My mentor provided emotional support when needed.	A	B	C	D

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**Please complete items 29-35 about you. Please complete the final 5 items about your mentor during the 1998-99 school term.**

29. What is the highest level of education you have completed?  
 A. Bachelors                      B. Masters                      C. EDS or CAS      D. Doctorate
30. What is your age?  
 A. 21-25 years                      B. 26-30 years                      C. 31-35 years      D. over 35 years
31. What is your ethnicity?  
 A. Caucasian (White)                      B. Hispanic  
 C. African-American (Black)                      D. Asian/Pacific Islander
32. What is your gender?  
 A. Female                      B. Male
33. How many years of previous teaching experience did you have prior to starting the 1998-99 school year?  
 A. One                      B. 2-5 years                      C. 6-10 years  
 D. 11-15 years                      E. 16 or more years
34. Is teaching your first career?  
 A. Yes                      B. No
35. During the 1998-99 school term, what level did you teach?  
 A. Elementary School                      B. Middle School                      C. High School

***The following items are about your mentor teacher.***

36. What was the ethnicity of your mentor?  
 A. Caucasian (White)                      B. Hispanic  
 C. African-American (Black)                      D. Asian/Pacific Islander
37. What was the age of your mentor?  
 A. 21-25 years                      B. 26-30 years                      C. 31-35 years      D. over 35 years
38. What was the highest level of education of your mentor?  
 A. Bachelors                      B. Masters                      C. EDS or CAS      D. Doctorate
39. How many years of teaching experience did your mentor have at the end of the 1998-99 school year?

- A. Less than 5 years                      B. 5-10 years                      C. 11-15 years  
D. 16-20 years                      E. 21 or more years

40. What was the gender of your mentor?  
A. Female                      B. Male

*Your contribution to this effort is very much appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (not the answer sheet). I will see that you receive a copy.*

***Mentor Teacher Survey***

*Please complete items 1-44 about your experience as a mentor-teacher for a beginning teacher during the 1998-99 school term.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I received training before I was assigned a mentee.	A	B	C	D
2. My principal gave me time to provide mentoring once a week.	A	B	C	D
3. My principal assigned me fewer students to teach in order to provide mentoring.	A	B	C	D
4. My principal did not require sponsorship of extracurricular activities while serving as a mentor.	A	B	C	D
5. I observed my mentee during direct instruction.	A	B	C	D
6. I received training during the school year after I began mentoring.	A	B	C	D
*7. I needed additional release time to provide successful mentoring.	A	B	C	D
8. My principal gave me fewer responsibilities for chairing school committees to provide time for teacher mentoring.	A	B	C	D
9. My principal did not require me to serve as chairperson on committees while serving as a mentor.	A	B	C	D
*10. I needed additional opportunities to observe my mentee in the classroom.	A	B	C	D
11. My training helped me develop a good mentor-mentee relationship.	A	B	C	D
12. My principal gave me release time each marking period to provide mentoring.	A	B	C	D
13. I provided feedback to my mentee.	A	B	C	D
*14. I needed additional training to help me develop skills to be a successful mentor.	A	B	C	D
*15. My principal gave me only one-hour of release time daily prior to the opening of school to help my mentor.	A	B	C	D

**\*Item Recoded 1=4, 2=3, 3=2, 4=1**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
<b><i>Mentor Teacher Survey- continued</i></b>				
16.I followed the guidelines my principal gave me to give meaningful feedback to my mentee	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
17.My principal encouraged me to mentor beginning teachers because of my special skills or knowledge.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
18. My colleagues acknowledged my special humanist skills in the area of human relations.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
19.My principal acknowledged my special human relations skills.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
20.My administrator made certain that I fully understood the local school policies and procedures.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
21.My administrator provided me with a thorough explanation of the formative evaluation procedures for teachers.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
22.I taught the same content as my mentee.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
23.I volunteered to be a mentor.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
24.My colleagues acknowledged my special teaching skills.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
25.My administrator provided me with the school site policies and procedures handbook.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
26.My administrator provided me with a thorough explanation of the summative evaluation procedure for teachers.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
27.I participated in an in-service on preparing portfolios as a part of the evaluation procedure.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
28.I served as a mentor to several beginning teachers in my same content area.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
29.I willingly accepted the task of serving as a mentor.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
<b><i>Mentor Teacher Survey- continued</i></b>				
30. My administrator encouraged me to stay abreast of the changes in the school site policies and procedures.	A	B	C	D
31. I participated in the school division's meetings on the evaluation procedures for teachers.	A	B	C	D
32. I had knowledge of the subject taught by my mentee, but I did not teach the same subject as my mentee.	A	B	C	D
33. My administrator made certain that I fully understood the school division's policies and procedures.	A	B	C	D
34. I felt a need to serve as a mentor.	A	B	C	D
35. My administrator allowed me to co-teach the same grade level with my mentee.	A	B	C	D
36. I modeled appropriate attire for the content area being taught.	A	B	C	D
37. My principal provided me with the opportunity to model teaching strategies to beginning teachers.	A	B	C	D
38. I want to continue to serve as a mentor teacher.	A	B	C	D
39. I modeled behavior of an effective teacher whenever I had the opportunity.	A	B	C	D
40. My colleagues identified me as a role model for beginning teachers.	A	B	C	D
41. I taught the same grade level as my mentee.	A	B	C	D
42. My administrator allowed me to co-teach the content subject with my mentee.	A	B	C	D
43. I served as a mentor to several beginning teachers on my same grade level.	A	B	C	D
44. I had knowledge of the grade level of my mentee, but I did not teach the same grade level as my mentee.	A	B	C	D

**Please complete items 45-51 about you.**

45. What is the highest level of education you have completed?  
 A. Bachelors                      B. Masters                      C. EDS or CAS                      D. Doctorate
46. What is your age?  
 A. 25 - 30 years                      B. 31 - 35 years                      C. 36 - 40 years                      D. over 40 years
47. What is your ethnicity?  
 A. Caucasian (White)                      B. Hispanic  
 C. African-American (Black)                      D. Asian/Pacific Islander
48. What is your gender?  
 A. Female                      B. Male
49. How many years of previous teaching experience did you have at the end of the 1998-99 school year?  
 A. Less than 5 years                      B. 5 -10 years                      C. 11- 15 years  
 D. 16 or more years
50. Is teaching your first career?  
 A. Yes                      B. No
51. During the 1998-99 school term, what level did you teach?  
 A. Elementary School                      B. Middle School                      C. High School

*The following items help me know why you have continued to teach in Newport News. In number 52, you may choose more than one response.*

52. Why did you choose to continue to teach in Newport News?  
 A. Instructional program                      B. Benefits                      C. Compensation  
 D. Leadership opportunities                      E. Family ties in the community                      F. Staff development  
 G. Professional support                      H. Collegial relationships                      I. Other\_\_\_\_\_

53. Did you consider leaving?

A. Yes                      B. No

If yes, why? \_\_\_\_\_

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*Your contribution to this effort is very much appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (not the answer sheet). I will see that you receive a copy.*

**ADMINISTRATOR'S SURVEY**

*Please think back to the 1998-99 teacher mentoring program we had in place in Newport News and complete items 1-27.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. The mentor teacher helped assist the beginning teacher with selecting instructional goals.	A	B	C	D
2. The mentor teacher helped the beginning teacher create an effective learning environment.	A	B	C	D
3. The mentor teacher modeled a variety of instructional strategies for the beginning teacher.	A	B	C	D
4. The mentor teacher offered a meaningful system to the beginning teacher for communicating frequently with families.	A	B	C	D
5. The mentor teacher helped the beginning teacher plan activities that engaged students in learning.	A	B	C	D
6. The mentor teacher helped the beginning teacher establish a system of classroom management.	A	B	C	D
7. The mentor teacher assisted the beginning teacher in creating a safe classroom.	A	B	C	D
8. The mentor teacher helped the beginning teacher to use instructional assessment strategies.	A	B	C	D
9. The mentor teacher helped the beginning teacher plan instruction based on subject-matter knowledge.	A	B	C	D
10. The mentoring program for the school system was a worthwhile program.	A	B	C	D
11. The beginning teacher participated with the mentor teacher and other colleagues in professional development activities.	A	B	C	D
12. The mentor teacher assisted the beginning teacher in selecting instructional activities appropriate for each content area.	A	B	C	D
13. The mentor teacher assisted the beginning teacher in establishing standards of conduct for students.	A	B	C	D

**ADMINISTRATOR'S SURVEY - CONTINUED**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
14. The mentor teacher assisted the beginning teacher in creating a warm, friendly environment.	A	B	C	D
15. The mentor teacher assisted the beginning teacher in developing meaningful discussion techniques.	A	B	C	D
16. The mentor teacher helped the beginning teacher plan activities for a diverse population.	A	B	C	D
17. The mentor teacher assisted the beginning teacher in developing questions that were uniformly high quality with adequate response time.	A	B	C	D
18. The beginning teacher volunteered to participate with colleagues on school committees.	A	B	C	D
19. The beginning teacher maintained accurate student records.	A	B	C	D
20. The mentor teacher offered suggestions to the beginning teacher on specific instructional approaches.	A	B	C	D
21. The mentor teacher encouraged the beginning teacher to develop relationships with colleagues.	A	B	C	D
22. I believe the mentoring program should continue.	A	B	C	D
23. The participants' in the mentoring program should include first and second year teachers.	A	B	C	D
24. The mentor teachers are appropriately compensated.	A	B	C	D
*25. The mentoring program for the school system should be restructured.	A	B	C	D
26. The mentor teacher encouraged the beginning teacher to develop relationships with parents.	A	B	C	D
27. The mentor teacher encouraged the beginning teacher to develop relationships with agencies in the larger community.	A	B	C	D

\*Item Recoded 1=4, 2=3, 3=2, 4=1

APPENDIX C

Follow-up E-Mail and Letter

Dear Colleague,

I just wanted to remind you of the survey you recently received on the mentor-teacher program we had in place during the 1998-99-school term. I am asking you again for your support in completing it. Your participation is crucial in helping the school division as well as school divisions across the commonwealth in determining if the mentoring program is meeting the needs of the beginning teachers and mentors since in part, our school division continues to use the 1998-99 model.

Thank you so much for taking the time from your busy schedule to complete the survey and returning it to me at the school administration building. Don't forget to use the self-addressed envelope provided.

Sincerely,  
Sadie J. Carter

Dear Colleagues,

A few weeks ago, I sent you a survey designed to measure the effectiveness of the Newport News Public Schools mentoring program. You were selected as a participant in this study for one of the following reasons: your initial date of employment with the Newport News Public Schools, your participation as a mentor, or your participation in the program as an administrator. Your completion of the survey will assist the school division in determining whether the program is meeting its needs as well as the needs of the beginning teachers and mentors.

If you haven't had a chance to respond, there's still time for you to participate. I've enclosed another copy of the survey for your convenience. The survey takes approximately ten minutes to complete. Please return it to me in the enclosed stamped, self-addressed envelope right away. All responses will be kept confidential. If you have returned your survey already, thank you so much for your help and please disregard this letter.

Thank you for taking time from your busy schedule to give attention to this request. Your response is important. If you have any questions regarding the survey, please don't hesitate to contact me at (757) 872-9067 (home) or (757) 591-4612 (office), or contact my advisor, Dr. David Parks, at (540) 231-9709. Again, thank you for your assistance with this project.

Sincerely,

Sadie J. Carter  
Director Alternative Education

David Parks  
Professor

Appendix D  
Content Validation

## AN ASSESSMENT OF THE NEWPORT NEWS TEACHER MENTORING PROGRAM

The purpose of this content validation instrument is to assist the researcher with the development of three surveys to be used in a study of the Newport News teacher-mentoring program. These instruments are designed to collect data on how well the Newport News teacher-mentoring program meets the needs of beginning teachers, mentor-teachers, and the school division. You will be asked to make three decisions in this instrument. First, identify the domain of each item. Second, rate how strongly you believe the item is associated with the domain, and third, rate the clarity of each item.

## BEGINNING TEACHERS' SURVEY

### Domain and Definitions

On the mentor-teacher survey the domains are needs of the beginning teachers, and the items have been designed to assess how well the mentor program helped beginning teachers meet those needs.

Using the domains printed at the top of each page, categorize each item by circling the appropriate number in the column labeled "Domain." Leave blank any items that do not fit a domain. The domains and their definitions follow.

---

Domains	Definitions
1. Discipline	The need to maintain appropriate student behavior in the school environment.
2. Motivation	The need to stimulate student interest and engagement in learning.
3. Student assessment	The need to evaluate or appraise student work.
4. Organization	The need to arrange the classroom and the schedule for effective teaching.
5. Mastery of skills	The need to facilitate student learning of essential knowledge and skills.
6. Relationship with parents	The need to develop meaningful interactions with parents.
7. Relationship with colleagues	The need to interact in a meaningful, coherent fashion with colleagues.
8. Emotional support	The need for care and help from others in solving problems and achieving success.
9. Orientation	The need to adjust to the school and school system's rules, policies, procedures, and other customs and practices.

#### Domain Association Rating

Indicate how strongly you feel the statement is associated with the domain by circling the appropriate number in the column labeled "ASSOCIATION." Use the following scale to

make your determination: 1= Weak, 2 = Somewhat weak, 3 = Somewhat strong, and 4 = Strong.

#### Clarity Rating

Under the column labeled “CLARITY,” tell the researcher how clear you think each item is by placing a circle around your choice: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; 3 = Very clear, leave as stated. Please make any recommended changes right on the questionnaire.

**Beginning Teachers' Survey**

DOMAINS

1= Discipline, 2= Motivation, 3= Student assessment, 4= Organization, 5= Mastery of skills, 6= Relationship with parents, 7= Relationship with colleagues, 8= Emotional Support, 9= Orientation

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
1. My mentor helped me to develop effective classroom discipline skills.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
2. My mentor helped me to create strategies to engage students in the learning process	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
3. My mentor helped me to create student assessment instruments.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
4. My mentor helped me to create a purpose for student learning	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
5. My mentor helped me to evaluate my classroom discipline strategies.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
6. My mentor helped me to understand the Virginia State Assessment criteria.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
7. My mentor helped me to set up my classroom	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
8. My mentor provided guidance in establishing effective discipline procedures	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
9. My mentor helped me to design instruction that stimulated student learning.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3

**Beginning Teachers' Survey (Continued)**

DOMAINS

1= Discipline, 2= Motivation, 3= Student assessment, 4= Organization, 5= Mastery of skills, 6= Relationship with parents, 7= Relationship with colleagues, 8= Emotional Support, 9= Orientation

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
10. My mentor helped me set criteria to evaluate skills in the SOL tested areas.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
11. My mentor helped me to manage time when planning.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
12. My mentor helped me develop activities to make students proficient in essential skills.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
13. My mentor assisted me in developing skills dealing with parent conferences.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
14. My mentor helped me to establish student assignments to maximize learning.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
15. My mentor helped me to facilitate authentic learning activities.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
16. My mentor helped me to create ways to involve parents.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
17. My mentor assisted me in collaborating with colleagues on committees and other school activities.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
18. My mentor spent time with me daily providing support during the opening of school.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3

**Beginning Teachers' Survey (Continued)**

DOMAINS

1= Discipline, 2= Motivation, 3= Student assessment, 4= Organization, 5= Mastery of skills, 6= Relationship with parents, 7= Relationship with colleagues, 8= Emotional Support, 9= Orientation

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
18. My mentor spent time with me daily providing support during the opening of school	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
19. My mentor assisted me in the interpretation of school system policies and procedures.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
20. My mentor taught me how to design lessons in which students mastered concepts and skills.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
21. My mentor helped me to develop procedures for making home visits.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
22. My mentor encouraged me to be an active participant on school committees with other colleagues.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
23. My mentor spent time with me once a week providing support during the first semester of the school year.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
24. My mentor shared and interpreted site-based guidelines and procedures.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
25. My mentor provided me with the school policies and procedures handbook.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3

**Beginning Teachers' Survey (Continued)**

DOMAINS

1= Discipline, 2= Motivation, 3= Student assessment, 4= Organization, 5= Mastery of skills, 6= Relationship with parents, 7= Relationship with colleagues, 8= Emotional Support, 9= Orientation

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
26. My mentor helped me develop a good working relationship with my colleagues.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3
27. My mentor provided emotional support when needed.	1 2 3 4 5 6 7 8 9	1 2 3 4	1 2 3

## ADMINISTRATORS' SURVEY

### Domain and Definitions

On the administrators' survey the domains are needs of the administrators and the school division, and the items have been designed to assess how well the mentor program helped administrators meet those needs.

Using the domains printed at the top of each page, categorize each item by circling the appropriate number in the column labeled "Domain." Leave blank any items that do not fit a domain. The domains and their definitions follow.

---

Domains	Definitions
1. Planning and preparation	The need to demonstrate knowledge of content and pedagogy, knowledge of students, resources, selecting instructional goals, design coherent instructions and assessing student learning.
2. Classroom environment	The need to create an environment of respect and rapport, establish a culture for learning, manage classroom procedures, manage student behavior, and organize physical space.
3. Instruction	The need to communicate clearly and accurately using questioning and discussion techniques, provide feedback to students, and demonstrate flexibility and responsiveness.
4. Professional responsibility	The need to maintain accurate records, communicate with families, growing and develop professionally, and contribute to the school district.
5. General Evaluation of Program	The need to assess the success of the mentoring program.

### Domain Association Rating

Indicate how strongly you feel the statement is associated with the domain by circling the appropriate number in the column labeled "ASSOCIATION." Use the following scale to make your determination: 1= Weak, 2 = Somewhat weak, 3 = Somewhat strong, and 4 = Strong.

### Clarity Rating

Under the column labeled "CLARITY," tell the researcher how clear you think each item is by placing a circle around your choice: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; 3 = Very clear, leave as stated. Please make any recommended changes right on the questionnaire.

**School Division/Administrator Survey**

**DOMAINS**

1= Planning and preparation, 2= Classroom environment, 3= Instruction, 4= Professional responsibility, 5= General evaluation of Program

**ASSOCIATION RATING**

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

**CLARITY RATING**

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
1. The mentor helped assist the beginning teachers in selecting instructional goals.	1 2 3 4 5	1 2 3 4	1 2 3
2. The mentor teacher assisted beginning teachers create an effective learning environment.	1 2 3 4 5	1 2 3 4	1 2 3
3. The mentor teacher modeled a variety of instructional strategies for the beginning teacher.	1 2 3 4 5	1 2 3 4	1 2 3
4. The mentor teacher offered a meaningful system to the beginning teacher of communicating frequently with families.	1 2 3 4 5	1 2 3 4	1 2 3
5. The mentor helped the beginning teacher plan activities that engaged students in learning.	1 2 3 4 5	1 2 3 4	1 2 3
6. The mentors helped beginning teacher establish and maintain a system of classroom management.	1 2 3 4 5	1 2 3 4	1 2 3
7. The mentor teacher assisted the beginning teacher in creating a safe classroom.	1 2 3 4 5	1 2 3 4	1 2 3
8. The mentor teacher helped the beginning teachers to use instructional assessment strategies.	1 2 3 4 5	1 2 3 4	1 2 3

**School Division/Administrator Survey (Continued)**

DOMAINS

1= Planning and preparation, 2= Classroom environment, 3= Instruction, 4= Professional responsibility, 5= General evaluation of Program

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
9. The mentor teacher helped the beginning teacher plan instruction based on subject-matter knowledge.	1 2 3 4 5	1 2 3 4	1 2 3
10. The mentoring program for the school system was a worthwhile program.	1 2 3 4 5	1 2 3 4	1 2 3
11. The beginning teacher participates with the mentor teacher and other colleagues in professional development activities	1 2 3 4 5	1 2 3 4	1 2 3
12. The mentor teacher assisted the beginning teacher in selecting activities and assignments appropriate for each content area	1 2 3 4 5	1 2 3 4	1 2 3
13. The mentors assisted the beginning teachers in establishing standards of conduct for students.	1 2 3 4 5	1 2 3 4	1 2 3
14. The mentor teacher assisted the beginning teacher in creating a warm friendly environment.	1 2 3 4 5	1 2 3 4	1 2 3
15. The mentor teacher assisted the beginning teacher in developing meaningful discussion techniques.	1 2 3 4 5	1 2 3 4	1 2 3

**School Division/Administrator Survey (Continued)**

DOMAINS

1= Planning and preparation, 2= Classroom environment, 3= Instruction, 4= Professional responsibility, 5= General evaluation of Program

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
16. The mentor helped the beginning teacher plan activities for a diverse population.	1 2 3 4 5	1 2 3 4	1 2 3
17. The mentor teacher assisted the beginning teacher in developing questions that are uniformly high quality with adequate response time.	1 2 3 4 5	1 2 3 4	1 2 3
18. The beginning teacher volunteers to participate with colleagues on school committees.	1 2 3 4 5	1 2 3 4	1 2 3
19. The beginning teacher maintained accurate student records.	1 2 3 4 5	1 2 3 4	1 2 3
20. The mentor teacher offered suggestions to the beginning teacher on specific instructional approaches.	1 2 3 4 5	1 2 3 4	
21. The mentor teacher encouraged the beginning teacher to develop relationships with colleagues, parents, and agencies in the larger community.	1 2 3 4 5	1 2 3 4	1 2 3
22. I believe the mentoring program should continue.	1 2 3 4 5	1 2 3 4	1 2 3

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**School Division/Administrator Survey (Continued)**
**DOMAINS**

1= Planning and preparation, 2= Classroom environment, 3= Instruction, 4= Professional responsibility, 5= General evaluation of Program

**ASSOCIATION RATING**

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

**CLARITY RATING**

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
23. The participants in the mentoring program should include first and second year teachers.	1 2 3 4 5	1 2 3 4	1 2 3
24. The mentor teachers are appropriately compensated.	1 2 3 4 5	1 2 3 4	1 2 3
25. The mentoring program for the school system should be restructured.	1 2 3 4 5	1 2 3 4	1 2 3

## Mentor Teachers' Survey

### Domain and Definitions

On the mentor-teacher's survey the domains are needs of the mentor teachers, and the items have been designed to assess how well the mentor program helped mentor teachers meet those needs.

Using the domains printed at the top of each page, categorize each item by circling the appropriate number in the column labeled "Domain." Leave blank any items that do not fit a domain. The domains and their definitions follow.

---

Domains	Definitions
1. Training	The need to gain new skills, knowledge, or experiences.
2. Release time	The need to have time free from teaching obligations or responsibilities.
3. Reduced workload	The need to have fewer teaching responsibilities or duties while mentoring a new teacher.
4. Observation and feedback	The need to develop skills necessary to gather information on a mentee's teaching and provide feedback to the mentee.
5. Expertise	The need to possess special skills, knowledge about teaching, human relations, and <b>school division policies and procedures.</b>
6. Understanding the local school	The need to have a thorough acquaintance with the <b>local school's policies, and procedures.</b>
7. Understanding evaluation procedures	The need to be thoroughly acquainted with the teacher-appraisal procedure.
8. Teaching same content or subject area	The need to teach the same courses as the beginning teacher or teach the same grade level.
9. Willing to be a mentor	The need to accept the task of mentoring without reluctance.
10. Role model for other teaching	The need to exhibit behavior as a teacher and to be imitated by teachers.

### Domain Association Rating

Indicate how strongly you feel the statement is associated with the domain by circling the appropriate number in the column labeled "ASSOCIATION." Use the following scale to make your determination: 1= Weak, 2 = Somewhat weak, 3 = Somewhat strong, and 4 = Strong.

### Clarity Rating

Under the column labeled "CLARITY," tell the researcher how clear you think each item is by placing a circle around your choice: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; 3 = Very clear, leave as stated. Please make any recommended changes right on the questionnaire.

**Mentor Teachers' Survey**

DOMAINS

1= Training, 2= Release time, 3= Reduced workload, 4= Observation/feedback, 5= Expertise, 6= Understanding school, 7= Understanding evaluation procedures, 8= Teaching same content/subject area, 9= Willing to be a mentor, 10 = Role model for teaching

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
1. I received training before I was assigned a mentee.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
2. My principal gave me release time to provide mentoring once a week.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
3. My principal assigned me fewer students or classes to teach in order to provide mentoring activities.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
4. My principal did not require sponsorship of extra curricula activities while serving as a mentor.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
5. My principal me to observe my mentee during direct instruction.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
6. I received training during the school year after I began mentoring.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
7. I needed additional release time to provide mentoring.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
8. My principal gave me fewer requirements to participate on school committees to provide time for teacher mentoring.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
9. My principal did not require me to serve as chairperson on committees while serving as a mentor.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3

**Mentor Teachers’ Survey (continued)**

**DOMAINS**

1= Training, 2= Release time, 3= Reduced workload, 4= Observation/feedback, 5= Expertise, 6= Understanding school, 7= Understanding evaluation procedures, 8= Teaching same content/subject area, 9= Willing to be a mentor, 10 = Role model for teaching

**ASSOCIATION RATING**

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

**CLARITY RATING**

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
10. I needed additional opportunities to observe my mentee in the classroom.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
11. My training helped me develop a good mentor-mentee relationship.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
12. My principal gave me release time each marking period to provide mentoring.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
13. I provided feedback to my mentee after I observed my mentee’s direct instruction.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
14. I needed additional training to help me develop skills to be a successful mentor..	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
15. My principal gave me one hour daily release time to mentor prior to the opening of school.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
16. My principal helped me to develop skills necessary to give meaningful feedback to my mentee.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
17. My principal encouraged me to mentor beginning teachers in the subject area where I have special skills or knowledge.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3

**Mentor Teachers’ Survey (continued)**

DOMAINS

1= Training, 2= Release time, 3= Reduced workload, 4= Observation/feedback, 5= Expertise, 6= Understanding school, 7= Understanding evaluation procedures, 8= Teaching same content/subject area, 9= Willing to be a mentor, 10 = Role model for teaching

ASSOCIATION RATING

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

CLARITY RATING

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
18. My colleagues acknowledged my special skills in the area of human relations.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
19. My principal acknowledged my special human relations skills.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
20. My administrators made certain that I fully understood the local school policies and procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
21. My administrators provided me with a thorough explanation of the formative evaluation procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
22. I taught the same content or grade level as my mentee.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
23. I volunteered to be a mentor.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
24. My principal acknowledged my special skills in the total teaching act.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
25. My administrators made certain that I fully understood the local school policies and procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
26. My administrators provided me with a thorough explanation of the summative evaluation procedure.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3

**Mentor Teachers' Survey (continued)**

**DOMAINS**

1= Training, 2= Release time, 3= Reduced workload, 4= Observation/feedback, 5= Expertise, 6= Understanding school, 7= Understanding evaluation procedures, 8= Teaching same content/subject area, 9= Willing to be a mentor, 10 = Role model for teaching

**ASSOCIATION RATING**

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

**CLARITY RATING**

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
27. I participated in an in-service on preparing portfolios as part of the evaluation procedure.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
28. I served as a mentor to several beginning teachers in the same content or grade level.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
29. I willingly accepted the task of serving as a mentor.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
30. My administrator encouraged me to stay abreast of the school division's policies and procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
31. I participated in the school division's meetings on the evaluation procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
32. I had knowledge of the subject or grade level of my mentee, but I did not teach the same content or grade level as my mentee.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
33. My administrators made certain that I fully understood the school division's policies and procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
34. I felt the need to serve as a mentor.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3

**Mentor Teachers' Survey (continued)**

**DOMAINS**

1= Training, 2= Release time, 3= Reduced workload, 4= Observation/feedback, 5= Expertise, 6= Understanding school, 7= Understanding evaluation procedures, 8= Teaching same content/subject area, 9= Willing to be a mentor, 10 = Role model for teaching

**ASSOCIATION RATING**

1= Weak, 2= Somewhat weak, 3= Somewhat strong, 4= Strong

**CLARITY RATING**

1= Not clear at all, delete; 2= Somewhat clear, revise; 3= Very clear, leave as stated.

Item	Domain	Association rating	Clarity
35. My administrator allowed me to co-teach the same content or grade level with my mentee.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
36. I modeled appropriate clothing for the content area being taught.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
37. My principal provided me with the opportunity to model teaching strategies to beginning teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
38. I want to continue to share as a mentor teacher to a beginning teacher.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
39. I modeled behaviors of an effective teacher whenever I have the opportunity.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3
40. I feel I was a good role model for beginning teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3 4	1 2 3

## Beginning Teachers' Survey

**Domain 1) Discipline****Items:**

- 1. My mentor helped me to develop effective classroom discipline skills.
- 5. My mentor helped me to evaluate my classroom discipline strategies.
- 8. My mentor provided guidance in establishing effective discipline procedures.

**Domain 2 Motivation****Items:**

- 2. My mentor helped me create strategies to engage all students in the learning process.
- 4. My mentor helped me to create a purpose for student learning.
- 9. My mentor helped me to design instruction that stimulated student learning.

**Domain 3) Student Assessment****Items:**

- 3. My mentor helped me to create student assessment instruments.
- 6. My mentor helped me to understand Virginia State Assessment criteria.
- 10. My mentor helped me set criteria to evaluate skills in SOL tested areas.

**Domain 4) Organization****Items:**

- 7. My mentor helped me to set up and organize my classroom.
- 11. My mentor helped me to develop a schedule which maximize time instructional time when planning.
- 14. My mentor helped me to maximize student assignments to maximize teaching and learning.

**Domain 5) Mastery of Skills****Items:**

- 12. My mentor helped me develop activities to make student proficient in essential knowledge.
- 15. My mentor helped me to facilitate authentic learning activities.
- 20. My mentor taught me how to design lessons in which students mastered concept or skills.
- 21. My mentor taught me how to design lessons in which students mastered concepts.

**Domain 6) Relationships with Parents****Items:**

- 13. My mentor assisted me in developing skills dealing with parent conferences.
- 16. My mentor helped me to create different ways to involve parents.
- 22. My mentor helped me to develop procedures for making home visits.

**Domain 7) Relationship with Colleagues****Items:**

- 17. My mentor assisted me in collaborating with colleagues on committees and other school initiatives.
- 23. My mentor encouraged me to be an active participant on school committees with other colleagues.
- 27. My mentor helped me develop a good working relationship with my colleagues.

**Domain 8) Emotional Support****Items:**

- 18. My mentor spent time with me daily providing support during the opening of school.
- 24. My mentor spent time with me once a week providing support during the first semester of the school year.
- 28. My mentor provided emotional support when needed.

**Domain 9) Orientation****Items:**

- 19. My mentor shared and assisted me in the interpretation of school system policies and procedures.
- 25. My mentor shared and interpreted site-based guidelines and procedures.
- 26. My mentor provided me with school policies and procedures handbook.

## Mentor Teacher Survey

### Domain 1) Training

**Items:**

- 1. I received training before I was assigned a mentee.
- 6. I received training during the school year after I began mentoring.
- 11. My training helped me develop a good mentor-mentee relationship.
- \*  14. I needed additional training to help me develop skills to be a successful mentor.

### Domain 2) Release Time

**Items:**

- 2. My principal gave me time to provide mentoring once a week.
- \*  7. I needed additional release time to provide successful mentoring.
- 12. My principal gave me release time each marking period to provide mentoring.
- \*  15. My principal gave me one-hour daily release time to mentor prior to the opening of school.

### Domain 3) Reduced Workload

**Items:**

- 3. My principal assigned me fewer students to teach in order to provide mentoring activities.
- 8. My principal gave me fewer requirements to participate on school committees as a chairperson to provide time for teacher mentoring.
- 4. My principal did not require sponsorship of extra curricula activities while serving as a mentor.
- 9. My principal did not require me to serve as chairperson on committees while serving as a mentor.

### Domain 4) Observation and Feedback

**Items:**

- 5. I observed my mentee during direct instruction.
- \*  10. I needed additional opportunities to observe my mentee in the classroom.
- 13. I provided feedback to my mentee.
- 16. I followed the guidelines my principal gave me to give meaningful feedback to my mentee.

### Domain 5) Expertise

**Items:**

- 17. My principal encouraged me to mentor beginning teachers because of my special skills or knowledge.
- 19. My principal acknowledged my special human relations skills.
- 24. My colleagues acknowledged my special teaching skills or knowledge.
- 18. My colleagues acknowledged my special human skills in the area of human relations.

\* Survey item was recoded 4=1, 3=2, 2=3, 1=4

**Domain 6) Understanding the Local School**

**Items:**

- 20. My administrators made certain that I fully understood the local school policies and procedures.
- 25. My administrators provided me the school policies and procedures handbook.
- 30. My administrators encouraged me to stay abreast of the changes in the local school policies and procedures.
- 33. My administrators made certain that I fully understood the school division's policies and procedures.

**Domain 7) Understanding Evaluation Procedures**

**Items:**

- 21. My administrators provided me with thorough explanation of the formative evaluation procedures.
- 26. My administrators provided me with a thorough explanation of the summative evaluation procedure.
- 31. I participated in the school division's meetings on the evaluation procedures.
- 27. I participated in an in-service on preparing portfolios as a part of evaluation procedure

**Domain 8) Teaching same Content/Subject Area**

**Items:**

- 22. I taught the same content as my mentee.
- 41 I taught the same grade level as my mentee.
- 28. I served as a mentor to several beginning teachers in the same content.
- 43 I served as a mentor to several beginning teachers in the same grade level.
- 32. I had knowledge of the subject taught by my mentee, but I did not teach the same subject.
- 44. I had knowledge of the grade level of my mentee, but I did not teach the same grade level as my mentee.
- 35. My administrators allowed me to co-teach the same grade level with my mentee.
- 42. My administrators allowed me to co-teach the content subject with my mentee.

**Domain 9) Willing to be a Mentor**

**Items:**

- 23. I volunteered to be a mentor.
- 29. I willingly accepted the task of serving as a mentor.
- 34. I felt a need to serve as a mentor.
- 38. I want to continue to serve as a mentor teacher to a beginning teacher.

**Domain 10) Role Model for Teaching**

**Items:**

- 36. I modeled appropriate attire for the content area being taught.
- 39. I modeled behavior of an effective teacher whenever I have the opportunity.

- \_\_\_ 40. My colleagues identified me as a role model for beginning teachers.
- \_\_\_ 37. My principal provided me with the opportunity to model teaching strategies to beginning teachers.

## Administrators' Survey

### Domain 1) Planning and Preparation

#### Items:

- 1. The mentor teacher helped assist the beginning teacher with selecting instructional goals.
- 5. The mentor helped the beginning teacher plan activities that engaged students in learning.
- 9. The mentor teacher helped the beginning teacher plan instruction based on subject-matter knowledge.
- 12. The mentor teacher assisted the beginning teacher in selecting activities and assignments appropriate for each content area.
- 16. The mentor teacher helped the beginning teacher plan activities for a diverse population.

### Domain 2) Classroom Environment

#### Items:

- 2. The mentor teacher helped the beginning teacher create and maintain an effective environment.
- 6. The mentor teacher helped the beginning teacher establish and maintain a system of classroom management.
- 13. The mentor teacher assisted the beginning teacher in establishing standards of conduct for students.
- 7. The mentor teacher assisted the beginning teacher in creating a safe classroom.
- 14. The mentor teacher assisted the beginning teacher in creating a warm friendly environment.

### Domain 3) Instruction

#### Items:

- 3. The mentor teacher modeled a variety of instructional strategies for the beginning teacher.
- 8. The mentor teacher helped the beginning teachers to use instructional assessments strategies.
- 15. The mentor teacher assisted the beginning teacher in developing meaningful discussion techniques.
- 17. The mentor teacher assisted the beginning teacher in developing questions that are uniformly high quality with adequate response time.
- 20. The mentor teacher offered suggestions to the beginning teacher on specific alternative actions and instructional approaches.

### Domain 4) Professional Responsibility

#### Items:

- 4. The mentor teacher offered a meaningful system to the beginning teacher of communicating frequently with families.
- 11. The beginning teacher participates with the mentor teacher and other colleagues in professional development activities.

- \_\_\_ 18. The beginning teacher volunteered to participate with colleagues on school committees.
- \_\_\_ 19. The beginning teacher maintained accurate student records.
- \_\_\_ 21. The mentor teacher encouraged the beginning teacher to develop relationships with colleagues.
- \_\_\_ 26. The mentor teacher encouraged the beginning teacher to develop relationships with, parents.
- \_\_\_ 27. The mentor teacher encouraged the beginning teacher to develop relationships with agencies in the larger community.

**Domain 5) General Evaluation of the Program**

**Items:**

- \_\_\_ 10. The mentoring program for the school system was a worthwhile program.
- \_\_\_ 22. I believe the mentoring program should continue.
- \_\_\_ 23. The participants in the mentoring program should include first and second year teachers.
- \_\_\_ 24. Mentor teachers are appropriately compensated.
- \* \_\_\_ 25. The mentoring program for the school system should be restructured.

**\* Survey item was recoded 1=4, 2=3, 3=2, 4=1.**

Appendix E  
(Response to Mentor Teacher Survey Question 52)

Reponses to Question 52 on Mentor teacher Survey: Why did you continue to teach in Newport News

Item	Number Responding
A. Instructional program	///// ///// ///// ///// ///// /////
B. Benefits	///// ///// ///// ///// /
C. Compensation	///// ///// /////
D. Leadership opportunities	///// ///// ///// ///// /
E. Family Ties	///// ///// ///// /////
F. Staff Development	///// /////
G. Professional Development	///// ///// ///// //
H. Collegial Relationships	///// ///// ///// ///// ///// /////
I. Other: specify	/

## VITA

### Sadie J. Carter

#### Professional Experience

- 1988-Present  
Newport News Public Schools  
Newport News, Virginia
- Two years as Middle School Guidance Counselor  
Three years as Guidance Director  
Eight years as Coordinator of Human Resources  
Two years as Director of Alternative Education,  
Continuing  
Education, Health Services, and Homebound  
Instruction
- 1987 – 1988  
Schools  
Williamsburg-James City County Public  
Williamsburg, Virginia
- One-year as a high school guidance counselor
- 1986 – 1987  
Norfolk Public Schools  
Norfolk, Virginia
- One year as a high school guidance counselor
- 1978 – 1986  
Schools  
Williamsburg-James City County Public  
Williamsburg, Virginia
- Eight years as an elementary guidance counselor
- 1972 – 1978  
Newport News Public Schools  
Newport News, Virginia
- Six years as an elementary teacher

**Sadie J. Carter**

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**Education**

Virginia Polytechnic Institute  
and State University Blacksburg, Virginia

Ed.Specialist Educational Leadership and Policy Studies, 1999

Hampton University Hampton, Virginia

Postgraduate certification/Educational Administration, 1991

M.A. Guidance and Counseling, 1977

Elizabeth City State  
University Elizabeth City, North  
Carolina

B.S. Intermediate Education 4-7, 1972

**Certification**

Postgraduate Professional Certificate  
Endorsed

Administration and Supervision K-12

Guidance and Counseling K-12

Elementary Teaching 4-7