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The mentoring of beginning teachers: An evaluation of one school system's program

Pennell, Myra Lea, Ed.D.

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U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

THE MENTORING OF BEGINNING TEACHERS: AN EVALUATION OF ONE SCHOOL SYSTEM'S PROGRAM

by

Myra Lea Pennell

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Approved by

Mary W. Olson
Dissertation Advisor

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Advisor Mary N. Olson

Committee Members Carla Ross Baker

John VanHoose

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This study was designed to conduct an internal evaluation of the North Carolina Initial Certification Program as implemented in Caldwell County. The scope of the study was narrowed to focus on the selection and assignment of mentors and the quality of assistance delivered to new teachers.

Data collection instruments included questionnaires for mentors, initially certified personnel, and principals and an interview protocol for the assistant superintendent and superintendent. Additional information relevant to the study was collected from system records. The survey was a census of all program participants. Descriptive statistics were used to analyze and compare the answers of the participant groups.

There is confusion about the current selection process for mentors stemming largely from lack of knowledge about state and county regulations governing the procedure. Participants believe the principal should select mentors with input from department/grade level chairpersons and peers. Respondents called for more stringent selection regulations and ranked qualifications, skills, abilities, and traits desirable in prospective mentors.

The current assignment procedure is usually effective in assigning compatible mentors to new teachers. Again, respondents ranked criteria considered important in the assignment process.

Mentors and principals have a good understanding of the needs of beginning teachers. Novices report high satisfaction with both mentors and principals for the assistance they provide. Participants also believe the mentoring program increases the retention rate for new teachers and improves the teaching of both mentors and their proteges.

Variation of answers across the groups of the survey population was less than expected. Overall, the closest agreement was in the area of meeting the needs of beginning teachers. Although not great, the most variation occurred in the area of mentor selection.

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I appreciate the cooperation and support of Kenneth Roberts, Superintendent, and Brooks Barber, Assistant Superintendent of the Caldwell County Schools. Their collaboration on this project is a model for public school administrators. I am also grateful to all the mentors, initially certified personnel, and principals in the system for their cooperation in completing the survey questionnaires. Their ideas, perceptions, and opinions are the essence of this research.

I am deeply grateful for the moral support of the faculty and staff of West Caldwell High School. Special thanks go to my principal, Len Morrison, for his flexibility and understanding. The concern and eager assistance of my colleagues has helped me all through my doctoral work.

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CHAPTER I

INTRODUCTION

Background

North Carolina, along with many other states, established an induction program for beginning teachers during the 1980s. This action was taken in response to the educational reform movement of the last decade which called for the recruitment and retention of quality teachers and the improvement of teaching in order to enhance student achievement. North Carolina's induction program is called the Initial Certification Program and is part of the Quality Assurance Plan, an overall program to improve education in the state.

In 1978, the North Carolina State Board of Education in conjunction with the Board of Governors of the University of North Carolina passed resolutions which founded the Quality Assurance Program to improve teacher effectiveness. A Liaison Committee was appointed to study effective teaching practices and make recommendations for implementation of a new certification process based on the effective teaching research. The committee presented its report outlining the Quality Assurance Program to the State Board of Education in 1981.

The Quality Assurance Program included the North Carolina Initial Certification Program (ICP) which extended the preparation period for teachers to six years. The ICP was researched, developed, and piloted during the early 1980s. In the 1982-83 academic year, 13 school systems were chosen to develop feasible ways to put Quality Assurance Program objectives into practice. Eighteen school systems piloted implementation in the 1983-84 school year, and the program was adopted statewide in 1985-86. Currently, each school system must develop its own plan for carrying out the ICP, and the plan must be approved by the state.

The basic thrust of the ICP is to offer new teachers support and assistance in professional development during the first two years of employment and to assess their performance for certification purposes. All teachers new to the profession as well as those from out of state with less than two years experience are required to participate in the program. University graduates are granted initial certification which is valid for two years. During these two years, the new teacher receives instruction and supervision from public school personnel which is designed to be a continuation of that begun in pre-service education.

Typically, educational induction programs use mentoring as the primary activity to accomplish their goals. The North Carolina ICP is no exception. Although mentoring is a practice that has a long history in some professions, it is

a relatively new idea in education. There is evidence that informal mentoring has been occurring for some time, but the development of formal mentoring programs has resulted from the educational reform movement of the 1980s. The success of mentoring programs in other professions, especially business, influenced educators to develop formal mentoring programs for teachers.

Purpose of the Study

In the fourth year of implementation, the State Department of Public Instruction employed Huling-Austin to do a formative evaluation of the ICP (Huling-Austin, 1989c). The goals of the evaluation were to determine the program's effectiveness to date and identify strengths and weaknesses in order to facilitate future planning and decision-making. Thirty-two school systems in North Carolina (approximately 25% of the systems in the state) were sampled to collect data for the evaluation. The evaluation included seven conclusions:

1. There has been a high degree of program implementation, especially considering the limited resources that have been available to support the program.
2. Participants believe in the need for the program and view it positively.
3. By and large, institutions of higher learning statewide have not been well integrated into the program.
4. There is extreme variation in how the program is being implemented across the state.

5. Participants are frustrated by the lack of resources available to support the program.

6. The program is far from achieving its full potential.

7. Without sustained and increased support, program implementation will likely diminish. (p. iv)

As mentioned earlier, each school system in the state must develop and implement its own Initial Certification Plan within state guidelines. This decentralization explains the variation in implementation noted by Huling-Austin. It also means that examination of the local programs is important because it is at this level that most changes can and will occur.

Huling-Austin also notes that there has been a high degree of program implementation but the ICP is far from achieving its full potential. Her conclusions imply that it is time to move from evaluating the degree of implementation to evaluating the effectiveness of the ICP in meeting program goals. Again, decentralization requires that evaluation be conducted at the system level.

The general goals of the ICP are to improve teacher effectiveness and retain a quality teaching force. The specific goals are to provide a support team or mentor team, periodic assessment of skills, satisfactory evaluations of performance, and completion of a professional development plan which will help the new teacher document satisfactory performance.

Obviously, there are numerous factors which can influence the effectiveness of the ICP. One of the most central factors is the persons who provide the support and assistance needed by the novice. One key person is the mentor. What is the quality of the mentoring that is occurring? Are the general and specific goals of the ICP being met?

In actual practice, the quality of mentoring depends largely on who is doing the mentoring, how mentors are trained, and with which novice teachers mentors are matched. What are the state policies and recommendations governing selection, training, and assignment of mentors? How does implementation in the local system vary from state recommendations and policies? What changes are needed to make mentoring of new teachers more effective?

Also included in Huling-Austin's executive report were recommendations for state policy makers and administrators, ICP coordinators, principals and mentor/support team members, and representatives of institutions of higher learning. Several of the recommendations are pertinent to the selection, training, and assignment of mentors. One recommendation is to work toward facilitating better matches between mentors and beginning teachers. Another is to work toward providing additional time for beginning teachers and mentors to spend together prior to and during the pre-service days of the school year. These recommendations

involve choosing the best people to be mentors and assigning them in a timely manner to beginning teachers with whom they are compatible.

Other recommendations are relevant to the initial and additional training of mentors and proteges. Role expectations need to be more clearly defined. Training in the North Carolina Effective Teacher Training Program, Mentor/Support Team Training, and especially the Teacher Performance Appraisal Instrument should be on-going. Finally, additional training is needed for mentors and new teachers in the areas of time management and instructional supervision.

This study examined the North Carolina Initial Certification Program as it is currently implemented in Caldwell County. The focus was on selection, training, and assignment of mentors since these are the issues over which those at the lowest level of implementation have most control.

Several research questions guided the study and were asked of mentors, initially certified teachers, and principals:

1. What is the selection procedure for mentors?

    A. Who selects mentors?
    B. What criteria are used in the selection of mentors?
    C. What is the level of satisfaction with the selection procedure?

D. What changes would improve the selection procedure for mentors?

2. What is the procedure used for assignment of mentors to new teachers?

   A. What criteria are considered in the matching of mentors with new teachers?
   B. How early in the first year is the assignment made?
   C. What is the level of satisfaction with the assignment procedure?
   D. What changes would improve the procedure for assignment of mentors to new teachers?

3. How well are mentors providing the assistance needed by new teachers?

   A. What are the areas in which new teachers need help?
   B. How well do mentors and principals understand these needs?
   C. How well do mentors and principals meet the needs in these areas?

Significance of the Study

Huling-Austin (1989a) believes, in spite of the induction activity in the last decade, the assimilation of new teachers into the profession has changed little. The majority of the activity has been conducted by researchers, state legislators, and state level educational administrators. Although induction programs have been implemented in most states, local participants remain uneducated about the body of knowledge which supports the programs. They are also unaware of the potential benefits of mentoring revealed by research in teaching and other professions. Huling-Austin identifies informing educators

at the local level as one of the greatest needs in the field of induction and mentoring.

This study was conducted by and for local level educators. The superintendent and assistant superintendent in charge of the ICP in Caldwell County gave their permission and sponsorship to the research and collaborated in the development of the data collection instruments. The information yielded by the study will be used formatively to make future decisions about the selection, training, and assignment of mentors in the county.

Procedures

Questionnaires were designed for data collection. The target groups for questionnaires were all principals, mentors, and initially certified teachers in Caldwell County. A focus group composed of three representatives from each target group was formed to pilot and test the questionnaires for reliability and validity. Amendments were then made in the instruments and the data collected.

Follow-up procedures were planned in case the response rate did not meet the expected 80 percent. The actual return rate of 96.07 percent resulted from administrative sponsorship and carefully planned distribution techniques. Questionnaire responses were summarized and analyzed. Descriptive statistics (including frequencies, percentages, means, and ranges) were used to analyze the data. The difference among responses from the three target groups and

the degree of difference in responses within each group were also examined.

Additional data were collected from system records and from the central office staff responsible for the implementation of the ICP. Interviews were conducted to obtain information from central office staff about regulations and procedures in the county plan, current status of implementation, and formal and informal feedback they had received about how well the plan as implemented was meeting stated goals. System records were examined for evidence of how well regulations were being met and for decreased attrition rate for new teachers since the ICP was implemented.

A second focus group composed of three representatives from each questionnaire target group and the two superintendents was formed to help clarify any trends or unusual findings in the data and to help verify and interpret those data. The final research report, including data summary, analysis, interpretation, conclusions, and recommendations was presented to the system superintendent.

Assumptions and Limitations

The following assumptions have been identified in the research on mentoring and form the foundation for and direction to the study:

1. Mentoring is valuable in assimilating new personnel and in enhancing their continued growth in the profession.

2. Mentoring yields benefits for both mentors and new inductees.

3. The selection and assignment of mentors is crucial for effective implementation of an induction program.

4. Principals, mentors, and initially certified teachers have received minimal training on mentoring and the induction program.

5. There is wide variation in implementation of the ICP across districts and individual schools.

6. More thorough understanding of the theory and research which supports the induction program will lead to more effective mentoring of new teachers.

7. Knowledge about mentoring comes not only from researchers but also from those who implement mentoring programs. It is important that educators at the local level examine the their own programs to determine their current status and future direction.

As a researcher, I further assume that the data collected from the principals, mentors, initially certified teachers, and central office staff reflect their observations, opinions, and beliefs about the Initial Certification Program in Caldwell County.

There are limitations to this study. While there are basic tenets of mentoring which apply across programs, it is important to understand that each program must be tailored to meet the needs of its clients. This study is limited to one county in North Carolina in the 1991-92 school year.

Therefore, the generalizability of the data, conclusions, and recommendations is limited.

Definition of Terms

Effective Teacher Training (ETT) - Part of the training required for certification for mentors in North Carolina's teacher induction program. Educates mentors about the effective teaching research which forms the rationale and basis for the ICP.

Formative Evaluation - On-going assessment used for development and growth as opposed to summative evaluation which is performed at the termination of an activity.

Induction Program - a program developed to facilitate the assimilation of new employees into the profession.

Initial Certification Program (ICP) - North Carolina's induction program for beginning teachers.

Initially Certified Teacher (ICT) - A new teacher in North Carolina's induction program. The teacher has successfully completed the teacher preparation program at a university and is probationally employed.

Mentor Training - Part of the training required for certification for mentors in North Carolina's teacher induction program. Teaches the basic principles and skills of mentoring.

North Carolina Teacher Performance Appraisal Instrument (NCTPAI) - North Carolina's state mandated document for evaluation of teachers.

Performance Appraisal Training - Part of the training required for certification for mentors in North Carolina's teacher induction program. Teaches mentors how to use the state mandated evaluation document.

Professional Development Plan (PDP) - Formal document developed by the support team and the initially certified teacher which identifies growth goals and strategies for improving skills. Required by the ICP in North Carolina.

Quality Assurance Plan - North Carolina's overall plan for educational improvement which includes the Initial Certification Program.

The terms novice, protege, inductee, initially certified teacher, assisted teacher, are used interchangeably to refer to beginning teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature review is divided into six sections. Formalized mentoring is a relatively new concept in education, and many ideas have been extrapolated from the research and programs in other professions. The focus of the first section is a brief history of mentoring and its use in these professions. The second section outlines the development of mentoring in the teaching profession. Mentoring literature can be broadly categorized as conceptual or descriptive. Conceptual research examines the phenomenon of mentoring and is discussed in section three. Section four gives an overview of descriptive research which concentrates on examining and advising audiences about establishing mentoring programs. Presented next is a brief description of the Initial Certification Program which formally established mentoring of beginning teachers in North Carolina. The final section of the review is a description of the Initial Certification Program in Caldwell County. The descriptions of these Initial Certification Programs are useful to this study because it focuses on mentoring in Caldwell, one of the counties in North Carolina.

Mentoring in the Professions

The history of the term mentor dates back to the ancient Greeks when Odysseus entrusted his friend, Mentor, with the education of his son, Telemachus. Telemachus' tutor is only one of many examples of mentoring in history. Modern interest in the concept stems from research about adult developmental psychology and career paths of successful professionals. Erickson (1950) described eight stages in the development of healthy adults. In the stage of generativity vs. stagnation, the adult is established in adult roles and is ready to nurture another. Successful mentoring allows the person to reach the final stage of integrity. Levinson and his colleagues (Levinson, Darrow, Klein, Levinson, & McKee, 1978) adopted Erickson's stage theory in their examination of the "seasons" of the lives of men. They believed the role of a mentor to be important in times of impending change in life and particularly significant in early adulthood. Sheehy (1976) did the same for women's developmental stages which she called "passages." She described adults who have been mentored and who have been able to mentor as being more successful and perceiving their lives to have greater meaning.

The work of the above researchers focused attention on the benefits of mentoring to mentors, proteges, and their organizations. In the past forty years, many professions have worked to establish formal mentoring programs to

provide these benefits to all employees. The idea has been to garnish knowledge from the informal, unplanned mentoring which has gone on for centuries and use it to create programs which would serve a larger population. Research is available on mentoring in nursing (Fagan & Fagan, 1983; Hess, 1986), counseling and psychology (Goldberg, 1987; Winstone, 1986), law enforcement (Fagan, 1986, 1988a, 1989), and the induction of teachers (Gray & Gray, 1985). There is also considerable documentation of the benefits of mentoring students (Brooks & Haring-Hidore, 1987; Daniel, 1989; Davis, 1986; Dickerson, 1989; Edlind & Haensly, 1985; Faddis, 1986; Gray, 1989a; Gray & Gray, 1986; Haensly, 1989; Haensly & Edlind, 1986; James, 1989; Lucas, 1989; Richardson, 1986; Shaughnessy, 1986; Torrance, 1984). Mentoring programs for new teachers have often been modeled after programs in the business world. Therefore, business mentoring literature (Alleman, 1989; Collins & Scott, 1978; Kram, 1985; Kram & Bragar, 1991; Land, 1989; Roche, 1979; Roskin, 1988; Shaw, 1989; Watkins, Giles, & Endsleg, 1987) has been particularly useful to educators seeking to establish programs.

Mentoring in Education

The rationale for mentoring of teachers is twofold. We are facing a teacher shortage in this country because fewer students are choosing teaching as a profession and more teachers are leaving the profession after fewer years (Hawley, 1986). The National Center for Education

Statistics has predicted that we will need to employ approximately one million teachers between 1989 and 1993 (Hawley, 1986). As the composition of our population changes, we will have an especially great need for minority teachers (Glazer & Wughalter, 1991). According to Huling-Austin (1986b), the attrition rate for teachers in the first seven years is between 40 and 50 percent. Thirty percent of teachers leave the profession in the first two years with the greatest attrition being among the most academically skilled (Schlechty & Vance, 1981). One of the common goals of mentoring programs is to attract and retain quality teachers (Huling-Austin, 1986b).

A second rationale for mentoring teachers is the documentation in various studies, including the Carnegie Forum's report, A Nation Prepared: Teachers for the 21st Century (1986), of the relationship between teacher effectiveness and student achievement. Another goal of most mentoring programs for teachers is to improve their performance.

Although mentoring is a practice that has a long history in some professions, it is a relatively new idea in education. There is evidence that informal mentoring has long been occurring in education (Eagan, 1985; Fagan & Walter, 1982; Gehrke & Kay, 1984; Krupp, 1987; Miller, Taylor, & Walker, 1982), but the development of formal mentoring programs has resulted from the educational reform

movement of the 1980s which has identified the training and maintenance of quality educators as a priority in working toward improvement of student achievement (Carnegie Forum, 1986).

Mentoring of teachers is usually directed at beginning teachers and is commonly incorporated into induction programs (Grant & Zeichner, 1981; Hall, 1982; Hawk & Robards, 1987; Hoffman, Edwards, O'Neal, Barnes, & Paulessen, 1986; Huling-Austin, 1986b; Kester & Marockie, 1987; Rauth & Bowers, 1986; Thies-Springthall, 1984; Zaharias & Frew, 1987). In 1981, Florida was the only state with a state mandated induction program. Today, at least two-thirds of the states have legislated programs for their beginning teachers (Huling-Austin, 1989a; Reinman & Edelfelt, 1990; Wilder & Ashare, 1990). The increased activity is reflected in the literature. Several professional journals have devoted entire issues to teacher induction including the Journal of Teacher Education (January-February, 1986), Theory into Practice (Summer, 1988), Educational Leadership (November, 1985), and Action in Teacher Education (Winter, 1987). The Association of Teacher Educators has published two monographs devoted to the topic of induction, Teacher Induction: A New Beginning (Brooks, 1987) and Assisting the Beginning Teacher (Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989). Huling-Austin (1989a, 1989b, 1989d) has identified five

goals that are common to most of these programs; (1) the improvement of teacher performance, (2) greater retention of teachers, (3) the promotion of the personal and professional well-being of beginning teachers, (4) the satisfaction of certification requirements, and (5) the transmission of the system's culture to new teachers. Mentoring is one of the primary techniques used in induction programs to accomplish these goals (Huling-Austin, 1986b).

As interest in mentoring has increased, the literature has proliferated. This literature can be broadly categorized into two types. One approach is conceptual in nature and seeks to examine the phenomenon of mentoring. The second is descriptive in nature and advises audiences on how to set up mentoring programs, select mentors and novices for participation, train them, and evaluate the programs.

Conceptual Literature on Mentoring

Definition of Terms

One of the tasks of the conceptual researcher is the definition of the terms mentor and mentoring. Criticism has been leveled at this field of study because there is a lack of common definition or even nomenclature (Carmin, 1988). As is often the case in educational fields of study, the concepts are complicated and vary greatly in practical application. According to Fagan (1988b), mentoring is like other emotional social experiences such as love, hate, and jealousy; it is hard to define but easy to recognize.

Some experts define the term mentor by listing common behaviors or characteristics. Levinson et al. (1978) described a mentor as one who is older and of greater experience and seniority in the world a young person is entering. The mentor acts as a teacher, sponsor, counselor, developer of skills and intellect, host, guide, exemplar, and one who supports and facilitates the realization of the young man's dreams. Collin (1986b) describes a mentor as one who:

> teaches the younger "the ropes," guides the protege into and through new learning situations, points to opportunities and threats in the environment, pushes forward or restrains where necessary or politic, directs towards aspiring yet realistic goals, gives feedback on strengths and weaknesses, gives encouragement and shows confidence . . . the mentor nourishes the self concept, and acts in some respects as a mid-wife in the redefinition of self and world (p. 99).

Haensly and Edlind (1986) describe the "ideal type mentor" as having knowledge, skills, and expertise in a particular domain. The mentor must also be enthusiastic, be able to communicate sensitively about the protege's development and progress, and care about and believe in the potential of the protege. Flexibility, sense of humor, and sense of timing about whether to intervene or step back are also necessary traits. Eagan (1986) believes mentors must be easily available to proteges, approachable, be effective communicators, and honor the autonomy of the protege.

Fields (1988) identified nine common characteristics of successful mentors in the literature. They are experienced, older, willing to share, secure/confident, powerful, knowledgeable, successful, risk takers, and challengers.

Other experts define mentoring by identifying functions or roles of mentors. Lea and Leibowitz (1983) identified ten roles that are usually performed by mentors for the benefit of the protege: teaching, guiding, advising, counseling, sponsoring, role modeling, validating, motivating, protecting, and communicating. Fields (1988) identified two other common roles found in the literature; coaching and being a friend. In their 1990 study of teacher mentors, Wilder and Ashare found that they function in very similar ways across sites. The following common roles were identified:

1. Observing the protege and providing feedback and suggestions
2. Modeling appropriate teaching
3. Providing instructional resources including materials and ideas to meet instructional needs
4. Providing advice and assistance on non-instructional needs such as discipline, parent conferences, keeping records, etc.
5. Arranging and/or accompanying protege to classes, meetings, or conferences to improve teaching skills
6. Socializing protege into culture of classroom, school, district, and profession
7. Acting as a sounding board and confidante on professional and personal matters

8. Encouraging protege

9. Serving as intermediary for protege with school, district, or program administrators

10. Meeting with administrators about proteges or issues relating to teaching in the school

11. Meeting with proteges to discuss problems

12. Meeting with other mentors or program administrators to discuss program issues

13. Counseling individuals to choose alternative careers (infrequent, but important)

14. Completing paperwork related to mentoring (heaviest in districts which include mentors in assessment of proteges) (pp. 23-24)

One source of contention about functions teacher mentors should perform is whether they should be included in the assessment process. Most teacher induction programs have assistance and assessment of new teachers as goals. The temptation to include mentors in the evaluation process is great because they often have the best understanding of the abilities of the novice. Andrews (1986), Barnes (1987), Haensly (1990), Huling-Austin (1989a), Ishler and Edelfelt (1989), Odell (1987) oppose this practice because they believe it damages the relationship between mentor and protege. New teachers are often very uncomfortable with those in evaluative positions. Odell (1987) suggests that the mentor be used for assistance only and that mentor input be used solely to confirm or disconfirm the assessments made in a separate evaluation process.

Mentoring researchers also examine the characteristics and roles of proteges. Zey (1984) describes the ten crucial factors that mentors look for in a protege: intelligence, ambition, desire and ability to accept power and risk, ability to perform the mentor's job, loyalty, similar perceptions of work and organization, commitment to organization, organizational savvy, positive perception of the protege by the organization, and ability to establish alliances. Haensly and Edlind (1986) describe the "ideal type protege" as being enthusiastic, willing to devote time and energy to develop excellence, and willing to take initiative. The protege must have an open-minded, objective, and nondefensive attitude, a sense of humor, and a degree of insightfulness about self and others.

Some researchers contend that beginning teachers, indeed all teachers, progress through stages (Burke, Fessler, & Christensen, 1984; Odell, 1987; Sprinthall & Thies-Sprinthall, 1983; Wilder & Ashare, 1990). In the beginning, they are concerned with mundane functions such as learning the location of needed items and learning to use available equipment. Next, their attention turns to immediate instructional and management concerns such as how to plan tomorrow's lesson and how to handle discipline problems. In the first stages, beginning teachers are concerned with personal survival (will they make it to the end of the week). After some time, they can focus on the

more global issues such as the impact of their instruction on students.

Collegial mentoring (Bergen & Connelly, 1988; Chase & Wolfe, 1989; George, 1986; Kent, 1985; Little, 1985; Rayney & Robbins, 1989; Showers, 1985; Taylor, 1987) is a variation of mentoring which features two teachers of equal experience and status working together to improve their skills. Sometimes referred to as peer-coaching, members of the pair frequently change roles to provide for each other's needs at specific times. This type of mentoring can be valuable to a teacher who is changing assignments or working on curriculum issues or instructional practices. It relieves the isolation common to veteran as well as novice teachers.

Darling (1986, 1989) has focused her research on what she calls self-mentoring. She reports research which revealed that between 10 and 15 percent of people successful in their fields had no mentors. This recurring phenomenon led her to conclude that there are patterns of mentor bonding and non-bonding which are related to early life experiences with adult figures. She also speaks of mentoring events, outer events which have inner importance, a strong emotional impact, and a significant influence on our later achievement. Examples include leadership roles, independence, or work experiences that we have at a young age. They may include broadening experiences such as military service which take us out of the usual environment.

Darling (1986) believes that we all have self-mentoring strategies which we use in the absence of or in conjunction with people mentors or mentoring events. She identified six strategies:

1. Talking to others. Questioning and listening.
2. Reading a book. Independent research.
3. Observing how others do things.
4. Taking a class.
5. Figuring things out alone. Mulling over, reflecting, working it through, self-tutoring.
6. Looking for new experiences or challenges, exposing self to new risks. (p. 5-7)

Needs of the Beginning Teacher

Needs of the beginning teacher are another focus of conceptual researchers. The induction of new teachers is unlike that of other professionals. Beginning educators are often given the most limited resources, the most challenging students, the most difficult non-instructional duties, and the highest number of teaching preparations. They, like veteran teachers, are isolated from their peers and are often reluctant to seek help for fear of being judged as incompetent. The isolation characteristic of teaching retards the natural, unplanned mentoring and induction which occurs in other professions. In spite of all these negative circumstances, beginning teachers are expected to perform on the same level as veteran teachers from the very first day

of employment (Fagan & Walter, 1982; Grant & Zeichner, 1981; Hall, 1982; Hawke, 1984; Hawley, 1986; Hoffman et al., 1986; Huffman & Leak, 1986; Lortie, 1975; Odell, Loughlin, & Ferraro, 1986-87; Odell, 1987, 1989; Pataniczek & Isaacson, 1981; Rauth & Bowers, 1986; Ryan, 1986; Ryan et al., 1980).

The most thorough study to date of the needs of beginning teachers was done by Veenman (1984). Listed below is the rank order of the most common needs identified in his study:

1. Classroom discipline
2. Motivating students
3. Dealing with individual differences
4. Assessing student work
5. Relations with parents
6. Organization of class work
7. Insufficient materials and supplies
8. Dealing with problems of individual students
9. Heavy teaching load resulting in insufficient preparation time
10. Relations with colleagues
11. Planning of lessons and schooldays
12. Effective use of different teaching methods
13. Awareness of school policies and rules
14. Determining the learning level of students
15. Knowledge of subject matter
16. Burden of clerical work

17. Relations with principals/administrators
18. Inadequate school equipment
19. Dealing with slow learners
20. Dealing with students of different cultures and deprived backgrounds
21. Effective use of textbooks and curriculum guides
22. Lack of spare time
23. Inadequate guidance and support
24. Large class size (pp. 154-155)

The Mentor/Protege Relationship

Perhaps the most important focus of the conceptual researchers is the mentor-protege relationship. Appel and Trail (1986); Harrison and Klopf (1986; Harrison, 1986), Kram (1980; 1983; 1985), and Phillips (1977; Phillips-Jones, 1982) have focused their work in this area. They describe the relationship between mentor and protege as changing over time and having "stages" or "phases." Alleman's (1982, 1983, 1984, 1986) research has focused on the magnitude and duration of the mentoring relationship. Other researchers seek to describe the relationship and its impact on mentor and protege (Bova & Phillips, 1984; Clawson, 1986; Halatin, 1981; Winstone, 1986; Zeichner & Gore, 1990). There has also been research conducted on the impact of various factors such as age, race, and gender on the mentoring relationship (Alleman, 1987; Atteberry, 1986; Collins, 1983; Colwill & Pollick, 1988; Eagan, 1985; Kram, 1980; Mertz,

1988; Misserian, 1980; Phillips, 1977; Phillips-Jones 1982; Vernetson, Morsink, & Curcio, 1990).

Descriptive Literature on Mentoring

Formalization of Mentoring

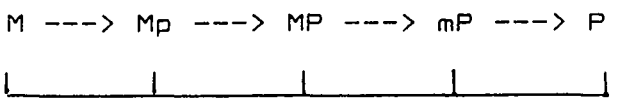
Descriptive researchers examine the establishment of mentoring programs. They are interested in the "how-to." One of the primary areas of focus for their research is whether mentoring can or should be formalized. Some researchers (Levinson et al, 1978; Clawson, 1985) believe that formalizing the mentoring process violates one of the major characteristics of strong mentoring relationships, that the parties are attracted to each other spontaneously and want to work together. Others (Edelfelt & Ishler, 1989; Fagan, 1986; Gray, 1986; Gray & Gray, 1985; Odell, 1989; Phillips-Jones, 1983; Wagner, 1985) believe that we can use our considerable knowledge about informal mentoring to develop formal mentoring programs that will work. Gray (1986) sees two problems with informal mentoring. Many capable people do not find this relationship in an unplanned system. Also women and minorities, whom he identifies as most in need of mentors, are least likely to find them. For this reason, he advocates a formal mentoring program to assure that more capable proteges can find mentors and that more experienced people can become mentors.

Gray (1986) reports that informal mentoring is even less likely to occur during the induction of novice teachers

than in other professions. He agrees with Lortie (1975) that new teachers wish to be viewed as peers of equal status and autonomy. This is a possible reason why novices hesitate to seek assistance from more experienced teachers.

Gray (1986, 1987, 1988, 1989b; Gray & Gray, 1987) visualizes a formal mentoring program as having four essential elements. The first addresses the identification of potential mentors and proteges and matching them with each other. Selection for participation can cause a problem if criteria are not fair, attainable, and known. Participation as well as matching should be voluntary. He compares the mentoring relationship to falling in love; it cannot be forced. He sees mentoring behaviors as being more critical than traits or characteristics, and since behaviors can be taught, believes that formalized mentoring programs can be successful.

The second component of formal mentoring is extensive training to assure that the adults can teach and learn from each other effectively. They need definition of their roles, responsibilities, the nature of the relationship, and the organization's expectations. Gray has developed the Mentor/Protege Relationship Model (copyright Gray, 1984; Gray & Gray, 1985) for use in such training:



In the first two levels of the model, the mentor relates the realities of the organization. Acting as a role model, the mentor teaches the protege the culture of the organization and specific competencies. In the third and fourth levels, the mentor fosters the idealism and creativity of the protege. The mentor helps the protege develop a personal style and become an independent thinker which prevents cloning. Finally, the protege is able to function independently.

The third phase of Gray's Formal Mentoring Program is monitoring during which formative evaluation of the program occurs. Any ineffective matches between mentors and novices can be corrected, participants can receive retraining or additional training in the procedures, and organizational goals can be reinforced.

The last component of the Gray model is formal evaluation of the program to determine results (benefits, problems, etc.) and get recommendations for improving the program in the future. Gray cautions that a program that works in one organization will probably not work in another, so each organization should use the four components of the Formal Mentoring Program to customize mentoring to their own needs.

Selection and Assignment of Mentors

The selection and assignment of mentors and proteges is another area of focus for descriptive researchers. Zey

(1984, 1989) asserts there are eight important factors in the selection of mentors across the professions:

1. Is the mentor good at the work being done?
2. Is the mentor getting support?
3. How does the organization judge the mentor?
4. Is the mentor a good motivator?
5. What are the needs and goals of the protege?
6. What are the needs and goals of the mentor?
7. How powerful is the mentor?
8. Is the mentor secure in his or her own position? (1989, pp. 49-50)

Odell (1989) offers a list of criteria exclusively for teacher mentors. She asserts that prospective mentors must demonstrate the following:

1. Excellence in teaching
2. Excellence in working with adults
3. Sensitivity to the viewpoint of others
4. Willingness to be an active and open learner
5. Competence in social and public relations skills (pp. 24-26)

An additional necessity is that the prospective mentor be willing to devote the considerable time and effort required to provide the services needed by novices.

When mentors are assigned to novices, Zey believes that there is a "chemistry" or fit that involves personalities to

be considered. Alleman, Klein, and Newman (1984), contrary to frequent but unsupported statements in popular literature, found no significant differences in mentoring relationships related to gender. Alleman (1987) also found that differences in race did not effect the relationship. The only significant finding relating to race was that minorities benefit from a formal mentoring program more than non-minorities. She speculated the cause for this factor was that minorities were less likely to find mentors in an informal setting. Varying age differentials are recommended in the research. Obviously, the mentor should have more experience than the beginning teacher. Recommendations range from three to fifteen years.

Huling-Austin and her colleagues (Huling-Austin, Barnes, & Smith, 1985) suggest several criteria in the assignment of mentors to novice teachers because their research has indicated that these factors have a significant impact on the success of the relationship. Mentors should teach the same grade level and subject as proteges and be located as close as possible, at least in the same area of the school. Also, the two need to have compatible ideologies about teaching, and the protege should be educated about the need for a teacher support system.

Odell (1990) reports research which contends that relationships form more quickly and firmly between mentor and protege when the match is voluntary. Therefore, she

recommends giving teacher mentors a choice in proteges. If this flexibility is not possible, she recommends leaving open the option of reassignment if the match is not successful.

The timing of the mentor assignments is another factor to be considered. The most stressful time for novice teachers is often the opening days and weeks of the first year (Martin-Newman, 1988). Therefore, the assignment should be made as quickly as possible.

Training of Mentors

Training of mentors is another focus of descriptive researchers. It is a misconception to believe that a person who is successful at teaching children will automatically be good at teaching adults. Experts on teacher mentoring believe that prospective mentors should be involved in on-going training in adult developmental psychology, clinical supervision, coaching skills, communication skills, and observation and critiquing skills (Bey, 1990; Gray & Gray, 1987; Odell, 1989; Sacks & Wilcox, 1986). Huling-Austin (1990) states that it is important that mentors be familiar with the state and district objectives and procedures as well as the general mentoring skills identified above. However, she describes mentoring as "squishy business." There is no magic formula which applies in all situations. Mentors must be flexible enough to adapt to the needs of individual proteges.

Evaluation of Mentoring Programs

Finally, descriptive researchers are interested in evaluation of mentoring programs (Kay, 1989; Odell, 1989; Wilder & Ashare, 1990). Throughout the literature, general conclusions appear that all involved parties evaluate mentoring programs positively (Ishler & Edelfelt, 1989; Wilder & Ashare, 1990). Mentors report that mentoring makes them more reflective about their own teaching and novices say that mentoring makes them better teachers and makes them enjoy teaching more.

Since many states are establishing formal mentoring programs for teachers, a body of research is beginning to appear which describes the various models and their assets and problems (Andrews, 1986). Most mentoring programs were established by legislation which ties induction to certification. One of the assets of such an approach is that the program has the support of the organizational hierarchy. This support yields positive action such as across the board training for mentors and proteges. However, some researchers see some problems with this approach. For example, state induction programs usually include numerous mandated requirements and focus on the minimum achievement required for certification. Such requirements can focus the attention of the assisting team on program compliance instead of the original intent of the

program which was assisting new teachers (Huling-Austin, 1986b). Additionally, programs which are focused on assessment often include mentors in the evaluation of the protege, a practice questioned by some researchers.

Phillips-Jones (1989) has studied other problems found in formal mentoring programs across the professions. She identified nine:

1. Skepticism and hostility in personnel who find the initial idea manipulative, or contrived, or too difficult to accomplish.

2. Assumptions that mentoring is simple and obvious which leads to underplanning and undertraining.

3. Insufficient numbers of qualified mentors. Qualified personnel are very busy or may not realize they have much to contribute.

4. Bypassed, irritated direct supervisors or managers who feel their authority and usefulness have been undermined by the mentor.

5. Resentment of personnel excluded from the selection of mentors and/or proteges which can lead to undermining of the program.

6. Lack of time for personal contact between mentors and proteges is one of the most common and damaging problems.

7. Inadequately prepared participants. Most research indicates the need for on-going training for both mentors and proteges.

8. Mentoring partnerships which begin at different times in the program. Rarely does every pair start at the same time which causes problems in training.

9. Lack of follow through on program details. Usually, the planning and implementation of a mentoring program is one of several responsibilities of the director. Lack of time is

> the major reason for not following up on details which make a program successful (pp. 38-39).

Future Directions

What is the future of mentoring? Collin (1986a) recommends directions for inquiry and suggests that we must introduce more qualitative methodology into mentoring research. Because the topic is so subjective, she believes it is difficult to describe or measure quantitatively. Griffin (1985) proposes a more quantitative approach when he identifies needed research topics such as whether the procedures and practices associated with teacher induction and mentoring are really as valid and reliable as they are claimed to be. However, he agrees with Collin that a variety of research methodologies should be used.

In general, the research trend is moving away from the conceptual and descriptive toward evaluation of specific programs and practices. Huling-Austin (1989b) suggests the following topics: (1) What practices work best under what conditions? (2) What specific practices or combination of them is achieving what outcomes? (3) To what degree are the legislative mandates achieving their original intent? (4) To what degree do assistance programs change teachers' attitudes about professional development and the desirability of the profession? (5) What are the long range effects of attitude changes on teacher retention, teacher effectiveness, and efforts to recruit teachers? Ishler and

Edelfelt (1989) suggest two other important questions for study: (1) Is the achievement of students of assisted teachers better than that of unassisted teachers? (2) What "environmental" factors (number of lesson preparations, extra curricular duties, etc.) are perceived as important to the success of beginning teachers?

As mentioned earlier, business mentoring research has been important to mentoring of teachers. There is disagreement among researchers about the future of mentoring in the business world. Zey (1986) suggests that businesses can use formal mentoring programs to help solve problems created by future trends such as innovation, the merger explosion, the changing composition of the work force, and the emergence of the cross-cultural corporation. However, Kram and Bragar (1991) warn that mentoring has its limitations, and there are some problems it cannot solve. For example, employees entering the workforce in the year 2000 will be 85 percent non-white, non-male. Some researchers believe matches between mentors and proteges are more effective between people who have similar values and cultures. As the composition of the workforce changes, these matches will be more difficult.

Similar caution is voiced by educators such as Wagner (1985) who fears that, in the teaching profession, we will expect mentoring which is an integral part of educational reform packages in most states to accomplish the total

expected reform. While mentoring can accomplish some important objectives, other necessary actions such as increased pay and better working conditions for teachers must also be taken. The consensus of the researchers is that mentoring is perceived by most participants to be a good, positive, and helpful experience. However, expecting such a program to solve all current and future problems is unrealistic.

Mentoring of Teachers in North Carolina

The Initial Certification Program

In an effort to ease and make more effective the entry of new teachers, to improve the quality of teaching, and increase the retention of teachers in the profession, North Carolina along with many other states implemented a new induction program in the 1980s. In 1978, the North Carolina State Board of Education in conjunction with the Board of Governors of the University of North Carolina passed resolutions which founded the Quality Assurance Program to improve teacher effectiveness. A Liaison Committee was appointed to study effective teaching practices and make recommendations for implementation of a new certification process based on the effective teaching research. North Carolina's is one of the few induction plans which is based on a particular theoretical perspective. The committee presented its report outlining the Quality Assurance Program to the State Board of Education in 1981. The Quality

Assurance Program included the North Carolina Initial Certification Program (ICP) which extended the preparation period for teachers to six years (Descriptions of Selected Beginning Teacher Assistance Programs, 1989; Final Report for Initial Year of Teaching Study, 1986; Huling-Austin, 1989c; Ishler & Edlefelt, 1989; North Carolina ICP Guidelines and Procedures Manual; Reinman & Edelfelt, 1990; Wilder & Ashare, 1990).

In the 1982-83 academic year, 13 school systems were chosen to develop feasible ways to put Quality Assurance Program objectives into practice. Eighteen school systems piloted implementation in the 1983-84 school year, and the program was adopted statewide in 1985-86. Currently, each district must develop its own plan for carrying out the ICP, and the plan must be approved by the state.

The Initial Certification Program is designed to offer new teachers support and assistance in professional development during the first two years of employment and to assess their performance for certification purposes. All teachers new to the profession as well as those from out of state with less than two years of experience are required to participate in the program. There is also an ICP for administrators and student services personnel.

The concept which guides the program is that a new teacher, if left unassisted to deal with all of the negative situations mentioned earlier, often develops coping

strategies which may crystalize into negative teaching practices which may last for a whole career. The program seeks to continue the instruction and supervision characteristic of pre-service education through the first two years of employment. University graduates are granted initial certification which is valid for two years. During these two years, the initially certified teacher is assigned a support team or mentor, receives formal training about the Quality Assurance Program, is formally evaluated periodically on designated teaching practices, and designs a Professional Development Plan to guide and document professional growth. If the teacher's performance is rated at standard on the first five functions of the North Carolina Teacher Performance Appraisal Instrument, continuing certification is recommended at the end of the second year. The first five functions on the instrument include 28 practices used consistently by effective teachers as identified in the effective teaching research. The terminal decision is for certification only and does not determine continuation of employment. For a more complete description of the Initial Certification Program, see the North Carolina Initial Certification Program: Guidelines and Procedures Manual.

Support Personnel

The purpose of the support team or mentor is to observe and analyze the performance of beginning teachers. The

mentor may or may not be included in the evaluation process, depending on the district plan. As in programs across the nation, this inclusion has been controversial in North Carolina. The mentor also must provide guidance and assistance to the initially certified teacher in any areas which need improvement. The objective is to help the beginners become effective teachers and assist them in becoming certified--to promote their assimilation into the profession.

The decision to use a support team or mentor is left to the local school system. If the decision is to use a support team, it must include a career status teacher, the principal or the principal's designee, and a generalist or specialist in curriculum and instruction. Typically, the latter person is a member of the central office staff or a person involved in pre-service training of teachers at an institution of higher learning. At least one member of the support team should hold current certification in the content area of the beginning teacher. Because of the difficulty in scheduling observations and conferences for the four people involved in this option, many systems have chosen the second alternative. In this case, the initially certified teacher is assisted by a mentor and his or her principal or the principal's designee.

The selection and assignment of support team members and mentors is made by the system superintendent or the

superintendent's designee and the principals. State guidelines have been developed to establish procedures and criteria for selection (North Carolina Initial Certification Program: Guidelines and Procedures Manual). Support staff should be from the same school and teaching/subject area whenever possible and should be able to demonstrate knowledge and mastery of mentoring skills and competencies required of the beginning teacher.

The local school system is also responsible for training support personnel. This training should include: (1) orientation and clarification of roles; (2) observation skills using the Teacher Performance Appraisal Instrument (TPAI); (3) conferencing skills; (4) theories of adult development; (5) effective teaching practices; and (6) development of a Professional Development Plan (North Carolina Mentor/Support Team Training Program Manual, p. 53). An assessment element must also be included in the training to assure mastery of mentoring skills by trainees.

North Carolina is the first state to certify mentors. Training necessary for certification is divided into three parts; Effective Teacher Training, Performance Appraisal Training, and Mentor/Support Team Training. Most districts also require a practicum for new mentors. There are two types of Mentor/Support Team Training, both developed by Lois Thies-Sprinthall of North Carolina State University. One is a 24-hour program, and the other is a year-long

program with a built-in practicum. In 1989, 12 of the 135 districts in North Carolina were using the long version of the training (Wilder & Ashare, 1990).

The responsibility of the support team or mentor is to assess demonstrated performance of the beginning teacher and facilitate development of skills identified as essential to effective teaching. Appropriate duties include:

1. Conduct conferences with the initially certified employee to become acquainted and to discuss respective responsibilities and expectations and to assist in understanding the school and school system policies and procedures.

2. Make a minimum of three observations per year according to the following schedule:

   First observation before October 30
   Second observation between October 30 and January 15
   Third observation after January 15

3. Support teams must meet after the observation(s) to derive a consensus based upon the TPAI and to begin to prepare the Professional Development Plan (PDP). Within five working days a meeting between the team and the initially certified teacher shall be conducted to share the results of the team's observations. The beginning employee should share in the development of the PDP. The principal or designee shall serve as the chairperson of the support team.

4. Conduct additional observations, as needed, for the purpose of giving technical feedback and assistance for the growth and development of the initially certified personnel.

5. Provide or link appropriate technical assistance to the initially certified person as needed.

6. Make copies of formative and summative assessments available for the development of the PDP for each employee.

7. Assure that appropriate data are included in the portfolio of the person.
8. Model and describe appropriate teaching behaviors.
9. Conduct training.
10. Assist with problem solving.
11. Provide/locate resources.
12. Interpret needs to principal (North Carolina Initial Certification Program: Guidelines and Procedures Manual, pp. 8-9).

Mentoring in Caldwell County

Caldwell County is a predominantly rural county with a population of approximately 71,000. There are six incorporated towns, the largest being the county seat of Lenoir with a population of about 14,200. There is one consolidated school system which includes 15 elementary schools, 4 middle schools, and 3 high schools. The total school enrollment for 1991-92 was 11,308. The county education force included 58 initially certified teachers and approximately 100 certified mentors.

Caldwell County was one of the 18 school systems chosen to pilot the ICP in 1983-84. A county ICP was developed in conjunction with Appalachian State University, and staff development funds were used to provide training to all principals and two mentors from each school. All of the original mentors were selected by their principals. The support team approach was used in the beginning. Each support group included a trained mentor from another school

who acted as an outside evaluator. The two other members of the support group were the initially certified teacher's principal and a member from the county office or the university. Because of the difficulty in scheduling observations and conferences, the expense, and the unavailability of the mentors to their proteges, the county shifted to the mentor approach in 1986-87. Each new teacher is now observed, assisted, and evaluated by his or her principal and a mentor from the same school.

There is a history of contention about the selection of mentors in the county. The Initial Certification Program was at one point connected to the Career Ladder Plan. One of the ways a teacher could attain Level III, the highest career status, was to be a mentor. The selection of mentors by principals and the process used by the principals for the selection was questioned by some who felt that favoritism was being shown to a select few. The program training was then opened to any who wished to participate. However, mentors must train on their own time and at their own expense now. The training is provided at the local community college. They must also complete an internship and be recommended by their principal in order to obtain certification.

Summary

There has been much mentoring activity in the teaching profession in recent years. Virtually all of the states in

the nation have established or are studying induction programs for new teachers. The goals for these programs include ambitious objectives such as the attraction and retention of high quality educators and the improvement of teaching and student achievement. Mentoring is one of the primary vehicles used by most induction programs to accomplish their goals.

Mentoring research can be divided into two general categories, theoretical and practical application. Early research focused on adapting what had been learned about mentoring in other professions to teaching. As school systems began to plan and establish induction programs, researchers focused on putting theory into practice. Now induction programs are moving from the planning stage into implementation. The resulting shift in the research is from descriptive to evaluative.

CHAPTER III

PROCEDURES

Introduction

This study was designed to conduct an internal examination of Initial Certification Program in Caldwell County. The information garnered about the program, now in its ninth year of implementation, will be used formatively to evaluate the effectiveness of the program and facilitate future planning and decision-making. The research was designed to be evaluative in nature instead of experimental.

Discussions with the superintendent and assistant superintendent helped narrow the scope of the study. The overall goal was to determine the effectiveness of the county program. What was the quality of the mentoring that was occurring? Were the general and specific goals for the ICP being met? Obviously, there were numerous factors that could influence program success, but which factors were most crucial? And which factors were things over which county administrators had control in order to make changes? Three central factors were identified in the discussions; who was doing the mentoring, how were they assigned to novice teachers, and how well did they understand and meet the needs of their proteges? These factors became the focus of

the study and were developed into the guiding study questions:

1. What is the selection procedure for mentors?

    A. Who selects mentors?
    B. What criteria are used in the selection of mentors?
    C. What is the level of satisfaction with the selection procedure?
    D. What changes would improve the selection procedure for mentors?

2. What is the procedure used for assignment of mentors to new teachers?

    A. What criteria are considered in the matching of mentors with new teachers?
    B. How early in the first year is the assignment made?
    C. What is the level of satisfaction with the assignment procedure?
    D. What changes would improve the procedure for assignment of mentors to new teachers?

3. How well are mentors providing the assistance needed by new teachers?

    A. What are the areas in which new teachers need help?
    B. How well do mentors and principals understand these needs?
    C. How well do mentors and principals meet the needs in these areas?

In order to answer these questions, it was determined that information was needed from all three parties of mentoring teams; the mentor, the ICT, and the principal. Descriptive statistics such as frequency distributions and measures of central tendency would reveal norms and trends of thought. Group answers could be compared to examine any differences. For example, was there any difference between

what the ICTs identified as their most pressing needs and what principals and mentors believed those needs to be? A lack of understanding by the principals and mentors on this issue would certainly effect their ability to meet the needs of the ICTs, a basic goal of any mentoring program.

Defining the Study Population

The target population for the study was all mentors, ICTs, and principals in Caldwell County, approximately 180 people. Because of the small size of the target population, a census was conducted instead of selecting a sample. The decision to use this approach was made to facilitate data analysis. Since every member of the population was surveyed, the data collected were representative of the population. Inferential statistics were not needed to generalize from a sample to the population.

County records were used to develop a list of all respondents. No list existed of personnel who hold mentor certification. However, a list was available of all participants in a county workshop conducted the previous fall which all mentors were asked to attend. Survey instruments were prepared for all on this workshop list, and principals were provided with extra copies to distribute to any additional mentors in their schools who did not attend the workshop. A list of first and second year ICTs was available from the assistant superintendent responsible for the ICP. One principal instrument was prepared for each

school. Principals were asked to complete the survey themselves unless a designee had been given the responsibility for the ICP. In this case, the principal was asked to have the designee complete the survey.

The surveys were packaged by school along with written instructions which included a list of all respondents in each school. Principals were asked to check their lists to make sure all mentors and ICTs were included. Extra surveys were made available and amendments were made to the master respondent list. The final survey population included 107 mentors, 58 ICTs, and 22 principals.

Instrument Design

Questionnaires were selected as the most effective way to gather data from mentors, ICTs, and principals. Research was conducted to determine how to build reliable and valid instruments including taking a course on how to conduct evaluations of school programs and a course on conducting surveys.

Reliability refers to replicability or obtaining the same results again. When using sample data, it is necessary to determine the degree of difference in the answers from sample to sample. This difference must be taken into consideration when estimating population parameters from sample data because it estimates how much the sample data can differ from the actual population data. There is no difference when using census data since a census surveys the

entire population. Statistical tests of reliability are, therefore, not appropriate for census data.

Even with census data, however, there is a consistency issue. Would the respondent answer the question the same way on repeated administrations? One way to measure this reliability is the test-retest approach. This approach was rejected because of the small number of respondents, especially in the principals' group. Using respondents for a test-retest and for a pilot of the revised survey would limit the number of respondents available for the actual survey more than was acceptable.

Another way to examine the reliability of a questionnaire is to check for internal consistency. A respondent giving conflicting answers may be evidence of a badly written, or unreliable, item. Internal consistency of answers was one of the factors checked in the surveys completed during the pilot and in the first editing of the final surveys upon their return. For example, a teacher who reported having taught for eight years should not report having served as a mentor for nine. No confusing or conflicting answers were found during the pilot. Very few were found in the final survey answers, and these were coded as missing data.

The most frequently used method of improving reliability for census surveys is to work toward refining question clarity and instrument design. Following good

construction procedures should result in a reasonably reliable instrument. This technique was chosen as the primary reliability measure. Excellent resources on questionnaire design include Berdie and Anderson (1974); Demaline and Quinn (1979); Kornhauser and Sheatsley (1959); Labaw, (1980); Oppenheim (1966); Payne (1951); Potter, Sharpe, Hendee, and Clark (1972); and Worthen and Sanders (1987). The questionnaires were reviewed by several groups outlined below. Personal interviews with these groups revealed changes which needed to be made.

Validity concerns whether the question or item really measures what it is supposed to measure. Two techniques are used to improve validity in surveys for census data. Again, the construction of the instrument is crucial. The first step is to determine what information is needed and design questions which will get that information. A Data Collection Crosswalk (Appendix A) was designed to facilitate planning sessions with the superintendent and assistant superintendent about the specific questions to be asked of respondents. The questions on the Crosswalk were developed into four survey instruments. Three of the instruments were questionnaires designed for mentors (Appendix B), ICTs (Appendix C), and principals (Appendix D).

Criterion data, independent measures of the same variable to which the results of the questionnaire can be compared, are also used to check validity. Interviews with

the superintendents identified county documents which could offer such comparison. Two examples were short annual evaluations of the mentoring program previously conducted by the education center and principal reports which could help determine the timing of assignment of mentors to ICTs.

The questionnaires were reviewed by several groups for reliability and validity. These groups included the dissertation committee, the superintendents, co-workers, and the consultants at the Statistical Consulting Center at the University of North Carolina at Greensboro. Amendments were made in wording, arrangement, and construction of response options. Next, a focus group (Bittram, 1990) including three mentors, three ICTs, and three principals was formed to pilot the questionnaires. Each group included one member from each school level; elementary school, middle school, and high school. Minor amendments, such as word choice and spelling, were made after personal conversations with the pilot participants. Members of the focus group were not surveyed in the actual research study.

One question was added to the questionnaires as a result of discussions with the superintendents. Since records of retention rate for beginning teachers were unavailable, a question was added to the survey asking all respondents to what degree they believed the mentoring program increased the likelihood that new teachers would remain in the profession.

The final questionnaires included closed and open questions. Closed questions were used as much as possible for ease of response and data entry and analysis. Open questions were used to invite respondent elaboration which would facilitate data interpretation.

A fourth survey instrument, an interview protocol, was developed for the county level administrators (Appendix E). The interview was designed to collect additional information from the superintendents about regulations and procedures in the county plan, current status of implementation, and formal and informal feedback they have received about how well the plan as implemented is meeting stated goals. They were asked some of the same questions as the questionnaire respondents but from a different perspective. They were asked how the program should be implemented in addition to how it is implemented. All interview questions were open to encourage as much elaboration by the administrators as possible.

Data Collection

The surveys in final form were packaged with header letters (Appendices B, C, and D) signed by the superintendent and assistant superintendent to indicate their permission and sponsorship of the study. The surveys were numbered to aid follow-up and analysis. However, a return envelope was included in each packet, and respondents were instructed to seal the completed survey before

returning it to their principal. Principals then collected all surveys from their schools and returned them for analysis. This procedure helped protect the privacy of respondent answers although it did not guarantee total anonymity. Respondents were assured that survey results would be reported for groups and school levels only, not for individual respondents or schools.

Packets were prepared for every school including surveys and instructions individually packaged for every respondent. Also included was a principal instrument along with instructions for distributing and collecting all surveys from the school. The packets were distributed to the principals in a principals' meeting. Background of the study and oral instructions were given, and the principals were allowed to examine their packets. Questions were answered, and extra surveys were made available for those who had mentors or ICTs who were not on the master list. Amendments were made to the master list according to principal input.

The distribution and return technique proved very successful. Having the sponsorship of the superintendents, presenting the study to the principals, and having the principals to be responsible for the distribution and return of the surveys resulted in a high return rate, 96.07%. Follow up consisted of calling the principal of each of the seven non-respondents to verify employment and determine the

reason the surveys were not returned. Table 1 provides a detailed account of the survey response.

Table 1

Questionnaire Response Rate

Group	Surveys Sent	Surveys Returned	Non-Respondents	Response Rate
Mentors	104	100	4	96.15%
ICTs	55	52	3	94.83%
Principals	19	19	0	100.00%
Total	178	171	7	96.07%

* The 9 pilot instruments (3 mentors, 3 ICTs, and 3 principals) are not included in the above numbers.

Additional data were collected from central office staff and system records. The superintendent and assistant superintendent were interviewed using the protocol in Appendix E.

One goal of the state Initial Certification Program is to increase the retention of new teachers. All county plans must concur with the state plan, so increased retention should be a goal of the county plan. The superintendent in charge of personnel was consulted to see if any records exist about the retention rate for new teachers. Only overall retention rates are calculated. Records are not kept of reasons for termination of employment, so examination of individual personnel files would not provide

the needed information either. For example, a second year teacher may leave the system to continue teaching in a neighboring county. This person has remained in the profession but has left employment in Caldwell county. There is no way to tell from the records whether the former employee continued to teach somewhere else. This information about the personnel records was obtained while the questionnaires were being designed, so the decision was made to add a question about retention. Respondents were asked to identify the degree to which they believe the mentoring program increases the likelihood that new teachers will remain in teaching.

Finally, the superintendents were asked if there were regulations or suggestions about when mentors should be assigned. There is no written regulation, but the suggestion is that mentors be matched with ICTs on or before their first day of employment. Two records are kept which provide information about the timing of the assignment. Each year ICTs participate in a formal orientation program at central office. The orientation is conducted by the assistant superintendent in charge of the ICP. During this meeting, the superintendent checks whether each ICT has been assigned a mentor and knows who the mentor is. Also the principals must submit a list of all ICTs and their mentors to the county office by mid-September.

Summary

This study was designed to be a formative evaluation of the mentoring program in Caldwell County. With the assistance of the superintendent and assistant superintendent responsible for the ICP, the study was narrowed to focus on issues concerning the selection of mentors, assignment of mentors to ICTs, and the perceptions about the quality of mentoring now being delivered. Questionnaires were designed for data collection. All mentors, ICTs, and principals were surveyed instead of selecting a sample. This technique determined the nature of the data analysis which would use descriptive statistics instead of inferential statistics. County office personnel were interviewed and system records examined to collect additional data pertinent to the study questions.

CHAPTER IV

ANALYSIS OF FINDINGS

Introduction

This study was designed to conduct an internal evaluation of the Initial Certification Program in Caldwell County. Questionnaires were used to gather information from principals, mentors, and ICTs. An interview protocol was developed to collect data from the system superintendents, and additional data were collected from system records. These instruments were designed to answer the three questions which guided the study:

1. What is the selection procedure for mentors?
   - A. Who selects mentors?
   - B. What criteria are used in the selection of mentors?
   - C. What is the level of satisfaction with the selection procedure?
   - D. What changes would improve the selection procedure for mentors?
2. What is the procedure used for assignment of mentors to new teachers?
   - A. What criteria are considered in the matching of mentors with new teachers?
   - B. How early in the first year is the assignment made?
   - C. What is the level of satisfaction with the assignment procedure?
   - D. What changes would improve the procedure for assignment of mentors to new teachers?

3. How well are mentors providing the assistance needed by new teachers?

    A. What are the areas in which new teachers need help?
    B. How well do mentors and principals understand these needs?
    C. How well do mentors and principals meet the needs in these areas?

The information gathered along with analysis, interpretation, conclusions, and suggestions will be presented to the superintendents of Caldwell County who, as the consumers, helped design the study. The study will facilitate future planning and decision-making about the county's ICP.

Analysis Planning and Implementation

Data collected from the questionnaires were examined with the assistance of the analysts from the Statistical Consulting Center at the University of North Carolina at Greensboro. Extensive discussions and planning preceded the survey distribution. Two major issues were determined in the planning stage. First, the surveys were evaluated and amended for ease of response and computer tabulation. All survey questions were then examined individually to determine how they could be analyzed and whether they would yield the information needed to answer the study questions.

The type of analysis was determined by the survey population. Since the survey would include the entire population, a census, inferential statistics would not be

necessary or appropriate. Inferential statistics are used to make inferences about an entire population based on data gathered from a sample. The data collected in a census are the entire population and no inference is necessary. The appropriate method of analysis for a census is descriptive statistics including frequencies, percentages, and measures of central tendency.

The plan for the analysis also included the comparison of answers of different groups. For example, how did the answers of ICTs, mentors, and principals differ on a certain question? Or how did the answers of mentors from the elementary level differ from those on the middle school or high school level? What was the degree of "correlation" between answers from different groups? Was the difference great enough to be "significant?" "Correlation" and "significance" are terms used in inferential statistics. Census studies use the terms "substantive," "meaningful," or "practical" to define degree of difference. How much of a difference is "substantive," "meaningful," or "practical?" Again, there is no need to infer or estimate from sample data since the researcher has all of the information. The degree of difference that is important or "meaningful" is determined by the researcher or consumer of the research. If a great difference is tolerable, acceptable, or expected, then a small difference is not "meaningful." The point at which the difference becomes important is determined by the

standards and expectations of the researcher or consumer. The cutoff point for a "meaningful" difference in this study and the logic for its selection will be presented with its first application in the next section.

When the questionnaires were returned, additional planning sessions were held with the analysts from the Statistical Consulting Center to determine how to write computer analysis programs and organize the data for examination and presentation. After preliminary editing, all answers were encoded for analysis on a SAS program on the VAXcluster computer system at the Instructional and Research Computing Center at the University of North Carolina at Greensboro. Twenty questionnaires were selected to spot check for data entry errors, and no errors were found.

Frequency distributions were plotted for Questions 1 and 2 to compile demographic data (Refer to Mentor Questionnaire, Appendix B; ICT Questionnaire, Appendix C; and Principal Questionnaire, Appendix D). Frequency distributions were also plotted for every response to Questions 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, and 19. These questions appeared in identical form on the instruments for mentors, ICTs, and principals and were designed to use for comparisons across the groups. The questions after number 19 were different on the three surveys and were designed to collect information from

specific groups. Frequency distributions were plotted for some and means were computed for others depending on which function allowed most thorough examination of group data. Means were computed on Questions 5, 12, 14, 17, 18, and 19 in addition to the frequency distributions. These questions were rating scales, and the mean revealed the "average answer" of the group.

All frequency distributions and measures of central tendency were computed for mentors using the following grade level subgroupings: elementary, K-8, middle, and high school levels. The K-8 category had to be added because several respondents marked both elementary and middle on their instruments. Data for the ICTs and principals were also broken down by grade level subgroup. The purpose for this breakdown was to allow analysis of respondent answers across grade level subgroups (elementary, K-8, middle, and high school) as well as across the main respondent groups (mentors, ICTs, and principals).

The avalanche of information produced by computer analysis had to be collapsed into tables displaying all answers to each question by respondent group and by grade level. Meetings were held with the Statistical Consulting Center analysts, dissertation committee chairperson, and superintendents to determine how the data would be presented in the final report.

The written comments from the questionnaires were recorded verbatim and appear in Appendix F. The remarks are organized by respondent group and the location of the comment. The categories are; Comments on Question 6, Comments on Question 15, End Comments, and Comments Written in Other Places on the Questionnaire. The exact location follows each comment in the last category. To facilitate tabulation, the case number was also recorded for each remark.

The written comments of the mentors who have certification but have never served (7 of the total 99 mentors) were separated from the active mentors. Many of these comments pertained to the respondents' perception of the quality of administration of the ICP in their schools, and in several cases these comments ran contrary to the remarks of the active mentors and ICTs. Therefore, the decision was made to report their observations separately to make clear exactly who was reporting what.

For the closed questions, the answers of the mentors who have never served were tabulated with those of the active mentors. The decision to include these answers was determined by the nature of the questions. The items answered by the mentors who have never served asked how the respondent believed a mentoring program should be run. They left the closed questions about exactly how the ICP is run

in their schools blank. These answers were coded as missing information and did not effect group data.

Finally, the original focus group who piloted the study was interviewed again after the results were tabulated. The function of this final interview was to ask group members to share their opinions and perceptions about the meaning of the survey results.

Presentation of Findings

The report of the findings opens with the presentation of demographic information which provides background on the participants in the Caldwell County ICP. The presentation of the remainder of the study findings will be organized around the three study questions which guided the research. Each question will be followed by a tabular and verbal synopsis of relevant information gathered from the questionnaires, interviews, and examination of system records.

Demographic Information

Table 2 identifies questionnaire respondents by group and grade level. Note that the total number of mentors is one less than the number of surveys returned as reported in Table 1. One respondent failed to follow the directions for marking answers. Almost the entire survey would had to have been coded as missing information, so the survey was discarded.

Table 2

Respondents By Group and Grade Level

Group	Elementary	Middle	K-8	High School	Total
Mentors	39	33	9	18	99
ICTs	25	13	7	7	52
Principals	10	3	4	2	19
Total	74	49	20	27	170

The population is heavily elementary in grade level, and well over half the full group are mentors. These factors are important for reporting and interpreting the findings. All comparisons must be weighted to reflect the group size. The information in Table 2 about the composition of the groups is valuable for designing and planning future activities such as staff development for the county.

Also, the mentors on each grade level outnumber the ICTs implying that there are enough mentors so that each can serve only one ICT at a time, the limit recommended in the research reported in the literature review and the state induction plan. Table 3 helps illuminate this issue further. The greatest number of ICTs any mentor reported serving at once was three. The fewest was zero which explains how the high school mentor group can have an average of less than one.

Table 3

Number of ICTs Served at Once by Mentors

	Ave. for Elem. Mentors	Ave. for Middle Mentors	Ave. for K-8 Mentors	Ave. for HS Mentors	Ave. Across Levels
Least number served at once	1.03	1.00	1.00	0.94	1.00
Greatest number served at once	1.32	1.31	1.17	1.06	1.21
Normal number served at once	1.00	1.07	1.17	0.94	1.02

The question of whether there is an adequate number of mentors to meet the ideal standards depends on the individual needs of the school. And of course these needs fluctuate depending on the ICTs currently served. The principals were asked if the pool of mentors in their schools was large enough so that each mentor could serve only one ICT at once (Refer to Principal Questionnaire, Question 24). Three of the 19 principals (2 elementary and 1 high school) reported usually needing more mentors to meet this qualification. Five written comments (2 principals, 1 mentor, and 2 ICTs) called for more mentors especially in certain content areas. Most schools have an adequate number of mentors to serve only one ICT at a time. However, the number is not always adequate to assign a mentor in same

teaching field and in the same proximity, issues which will be discussed in the section on assignment of mentors.

Tables 4, 5, and 6 give job description information about each group. Table 4 presents data for the mentors and reveals that few administrators and support personnel hold mentor certification. The principals, of course, had a separate instrument, so there are more principals who have completed the mentor training than these numbers imply. All principals participated in the original mentor training in 1982-83. However, there has been considerable turnover in this group since then, and the new principals have not been trained.

Table 4

Job Descriptions of Mentors by Grade Level

Group	Elementary	Middle	K-8	High School	Total
Career Status Teacher	34	31	8	18	91
Administrator	2	0	0	0	2*
Support Personnel	3	2	1	0	6**
Total	39	33	9	18	99

* The two administrators were assistant principals with mentor certification.

** The six support personnel included two counselors, two media specialists, one Communities In Schools Director, and one Speech Pathologist.

The average number of years of experience reported by the group upon selection as mentors was 14.53 years (refer to Mentor Questionnaire, Question 22). Of the total 99 mentors, 93 answered the question, and the range ran from 4 years to 27 years. When the first mentors were selected in 1982-83, principals were encouraged to choose teachers with 5 years or more experience. Subsequent versions of the county's ICP concur with the state plan stating that prospective mentors must have career status which can be gained in a minimum of 3 years. The local administrative recommendation is that principals select teachers who have sufficient experience to be competent.

The average number of years of service as a mentor was 3.39 years. Again, 93 of the total 99 mentors answered the question (refer to Mentor Questionnaire, Question 23). The range ran from 1 to 9 years. Twenty mentors reported having served 5 or more years. The last figure gives an idea of how many mentors continue to serve for long terms. Since the system has 22 schools and each school selected 2 mentors in 1982-83, the original group numbered 44. Only 3 mentors reported 9 years of experience as mentors, the total number of years the program has been in place.

Table 5 reports demographic data for the ICTs. The majority of the group (75%) were beginning teachers in their first two years of teaching. Most of the new teachers were on the elementary or middle school level. Ten participants

Table 5

Job Descriptions of ICTs by Grade Level

Group	Elementary	Middle	K-8	High School	Total
First Year ICT	6	8	3	3	20
Second Year ICT	11	4	3	1	19
ICT With More than 2 Yrs. Experience	8	1	0	1	10*
ICT With Previous Certification in Another Area	0	0	1	2	3**
Total	25	13	7	7	52

* Lateral entry teachers and teachers from out-of-state must participate in the ICP for two years regardless of previous experience.

** Personnel changing areas must participate for two years in the ICP for their new area (example - classroom teacher to counselor).

(about 20%) in the county ICP had more than two years experience. Teachers who certify in different content areas but remain in the classroom and teachers who have participated in the ICP in other systems in North Carolina are not initially certified. Therefore, these 10 participants have experience outside of public education (lateral entry) or are from out-of-state. Personnel who move from the classroom to positions in student services or administration are initially certified in the new area for two years. Since principals had a separate questionnaire, these figures do not reflect principals who are initially

certified. Again, knowledge of the composition of the group can aid design of staff development.

Demographic data for the principals reflect who is responsible for supervising the ICP in individual schools. Survey instructions requested that the person with this responsibility complete the questionnaire. Question 2 on the principal's instrument asked respondents to identify their position. In all of the three high schools, supervision of the induction program is delegated to an assistant principal. This number includes the high school that participated in the pilot which is why it does not appear in the Table 6. In the other schools, the ICP is supervised directly by the principal although the four middle schools and four of the elementary schools have assistants. The principal has the power to appoint a

Table 6

Job Descriptions of Principals by Grade Level

Group	Elementary	Middle	K-8	High School	Total
Principal	10	3	4	1	18
Assistant Principal	0	0	0	1	1
Principal's Designee	0	0	0	0	0
Total	10	3	4	2	19

designee to supervise the program, and this designee is not specified to be an assistant principal. The majority of principals, however, have elected to supervise the program directly. In the high schools, it is a primary duty assigned to one of the assistants. These factors indicate the importance the principals place on the supervision of the program.

Selection of Mentors

The general purpose of the study was to determine the effectiveness of the Caldwell County ICP in meeting stated goals. As the study questions were developed and refined by the researcher and system superintendents who were the consumers of the information, one of the crucial factors influencing the quality of the program was identified as the personnel chosen as mentors. The first research question concerned the selection procedure for these mentors.

1. What is the selection procedure for mentors?

    A. Who selects mentors?
    B. What criteria are used in the selection of mentors?
    C. What is the level of satisfaction with the selection procedure?
    D. What changes would improve the selection procedure for mentors?

There are really two issues in Question 1A. Who selects mentors now, and who do the respondents think should select mentors? Question 3 on all three questionnaires asked respondents their opinions about the latter, and the

results are presented in Tables 7 and 8. For ease of presentation and interpretation of the tables, the survey question appears below:

> 3. Pick the <u>five</u> answers below which identify who you think has the <u>best</u> information about whether a teacher has the qualifications and potential to become a good mentor. Rank your answers with #1 being the person(s) you think has the best information. Please be sure to pick and rank <u>five</u> answers.
>
> A. Principal
> B. Department/grade level chairperson
> C. Peers
> D. Principal with the recommendation of department/grade level chairperson
> E. Principal with the recommendation of peers
> F. Department/grade level chairperson with the recommendation of principal
> G. Department/grade level chairperson with the recommendation of peers
> H. The prospective mentors themselves

The participant answers are presented in two tables. Table 7 reports the top choice of respondents in all three groups. Each group is broken down by grade level subgroup. Table 8 reports how often each answer was ranked in the top five, again broken down by group and grade level subgroup. The objective, of course, was to get the answer to the question. Who should select mentors? The answers sometimes differed by group or grade level. For some groups, the most frequent top choice was not the same as the answer most often ranked in the top five. The decision was made, therefore, to present these two tables for comparison. Analysis of both tables will help clarify "the answer."

Table 7

First Choice for Who Should Select Mentors

Group	Answer A	B	C	D	E	F	G	H	Total
EM	17 (45%)	1 (3%)	4 (10%)	4 (10%)	5 (13%)	0 (0%)	1 (3%)	6 (16%)	38 (100%)
MM	12 (37%)	1 (3%)	4 (12%)	8 (24%)	6 (18%)	0 (0%)	1 (3%)	1 (3%)	33 (100%)
K-8M	4 (50%)	0 (0%)	0 (0%)	3 (38%)	1 (12%)	0 (0%)	0 (0%)	0 (0%)	8 (100%)
HSM	1 (6%)	1 (6%)	2 (11%)	5 (28%)	2 (11%)	3 (16%)	0 (0%)	4 (22%)	18 (100%)
Mentor Totals	34 (35%)	3 (3%)	10 (10%)	20 (21%)	14 (15%)	3 (3%)	2 (2%)	11 (11%)	97 (100%)
EICT	6 (26%)	1 (4%)	5 (22%)	6 (26%)	2 (9%)	0 (0%)	2 (9%)	1 (4%)	23 (100%)
MICT	4 (30%)	1 (8%)	1 (8%)	3 (23%)	2 (15%)	1 (8%)	0 (0%)	1 (8%)	13 (100%)
K-8ICT	2 (29%)	0 (0%)	0 (0%)	2 (29%)	3 (42%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
HSICT	1 (14%)	0 (0%)	1 (14%)	4 (58%)	1 (14%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
ICT Totals	13 (26%)	2 (4%)	7 (14%)	15 (30%)	8 (16%)	1 (2%)	2 (4%)	2 (4%)	50 (100%)
EP	5 (50%)	0 (0%)	1 (10%)	0 (0%)	2 (20%)	0 (0%)	1 (10%)	1 (10%)	10 (100%)
MP	0 (0%)	0 (0%)	0 (0%)	2 (67%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)
K-8P	2 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)
HSP	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Princ. Totals	7 (37%)	0 (0%)	1 (5%)	3 (16%)	6 (32%)	0 (0%)	1 (5%)	1 (5%)	19 (100%)

* Percentages reflect the percent of respondents in each group who selected each answer as their first choice so that the total for each group adds up to 100%.

EM - Elementary Mentors
MM - Middle Mentors
K-8M - K-8 Mentors
HSM - High School Mentors

EICT - Elementary ICTs
MICT - Middle ICTs
K-8ICT - K-8 ICTs
HSICT - High School ICTs

EP - Elementary Principals
MP - Middle Principals
K-8P - K-8 Principals
HSP - High School Principals

Table 8

Who Should Select Mentors
Number of Times Each Answer Was Ranked in the Top Five

Group	Answer A	B	C	D	E	F	G	H	Number Responding
EM	34 (89%)	18 (47%)	26 (68%)	24 (63%)	29 (76%)	16 (42%)	12 (32%)	26 (68%)	38
MM	23 (70%)	13 (39%)	16 (48%)	26 (79%)	23 (70%)	23 (70%)	18 (55%)	20 (61%)	33
K-8M	7 (88%)	4 (50%)	3 (38%)	6 (75%)	6 (75%)	5 (63%)	4 (50%)	5 (63%)	8
HSM	10 (56%)	13 (72%)	12 (67%)	12 (67%)	12 (67%)	10 (56%)	12 (67%)	9 (50%)	18
Mentor Totals	74 (76%)	48 (49%)	57 (59%)	68 (70%)	70 (72%)	54 (56%)	46 (47%)	60 (62%)	97
EICT	16 (70%)	11 (48%)	12 (52%)	14 (61%)	17 (74%)	14 (61%)	18 (78%)	13 (56%)	23
MICT	11 (85%)	10 (77%)	7 (54%)	8 (62%)	9 (69%)	6 (46%)	8 (62%)	6 (46%)	13
K-8ICT	4 (57%)	3 (43%)	4 (57%)	7 (100%)	5 (71%)	4 (57%)	6 (86%)	2 (29%)	7
HSICT	3 (43%)	3 (43%)	3 (43%)	6 (86%)	6 (86%)	5 (71%)	7 (100%)	1 (14%)	7
ICT Totals	34 (68%)	27 (54%)	26 (52%)	35 (70%)	37 (74%)	29 (58%)	39 (78%)	22 (44%)	50
EP	8 (80%)	5 (50%)	5 (50%)	7 (70%)	9 (90%)	5 (50%)	6 (60%)	5 (50%)	10
MP	2 (67%)	0 (0%)	1 (33%)	2 (67%)	3 (100%)	3 (100%)	3 (100%)	1 (33%)	3
K-8P	3 (75%)	2 (50%)	3 (75%)	2 (50%)	3 (75%)	2 (50%)	2 (50%)	3 (75%)	4
HSP	2 (100%)	0 (0%)	1 (50%)	2 (100%)	2 (100%)	1 (50%)	2 (100%)	0 (0%)	2
Princ. Totals	15 (79%)	7 (37%)	10 (53%)	13 (68%)	17 (89%)	11 (58%)	13 (68%)	9 (47%)	19

* Percentages reflect how often each answer appeared in top five choices for each group so that the total does not add up to 100%.

Note that the totals for each category differ from the number of survey participants in each group. For example,

39 elementary level mentors participated in the survey. However, only 38 answered Question 3. Percentages were calculated based on the number of actual responses instead of the number of participants.

Immediately it is clear that no one answer is the obvious choice. There are differences across groups, and the choice of a group can differ depending on which table is viewed. For example, Table 7 reveals that Answer D (Principal with the recommendation of the department/grade level chairperson) was the most frequent first choice of the ICTs. However, if the number of times each answer was selected to be in the top five choices is considered, Answer D came in third place among ICTs.

Another problem is the small number in some of the groups. The groups were divided by grade level for comparison purposes. While it may be logical to make decisions based on majority rule, it is important to consider the needs of small groups which may differ from those of the majority. But it is important to remember that reliability in survey research increases in proportion to the number of survey participants. Generally, the smaller the group, the greater the "noise" or variation. Seventy-five percent is not as meaningful when it represents 3 out of 4 participants as it is when it represents 75 out of 100.

A cutoff point had to be set to define a "meaningful" difference in the answers of the main respondent groups (mentors, ICTs, and principals) and their subgroups (elementary, middle, K-8, and high school). The logical cutoff is the point at which unusual or noteworthy differences begin to occur. Examination of the tables reveals differences of 10 to 15% are rather frequent. Differences of 20% begin to be unusual. Therefore, the designation of "meaningful" was set at 20%. This delineation was relaxed when examining subgroups of 10 or fewer in consideration of the greater variation expected in small groups.

Table 9 further collapses the data about who should select mentors. Group totals are combined for the top choice and the top five choices. This table reflects the opinions of the majority while Tables 7 and 8 can be used to examine the needs of individual groups.

Answer A (the principal) was selected most often as the first choice in Table 9. However, Answer A was the first choice of only one-third of the participants followed within 20 percentage points by Answers D and E. Answers A, D, and E were also the most frequent selections ranked in the top five as reflected in the bottom half of the table. These three answers are related because the principal is the primary character in all three. Clearly, the majority of participants in the ICP want the principal to be mainly

Table 9

Who Should Select Mentors - Combined Totals

First Choice

	Answer								
Group	A	B	C	D	E	F	G	H	Total
Mentor Totals	34 (35%)	3 (3%)	10 (10%)	20 (21%)	14 (15%)	3 (3%)	2 (2%)	11 (11%)	97 (100%)
ICT Totals	13 (26%)	2 (4%)	7 (14%)	15 (30%)	8 (16%)	1 (2%)	2 (4%)	2 (4%)	50 (100%)
Princ. Totals	7 (37%)	0 (0%)	1 (5%)	3 (16%)	6 (32%)	0 (0%)	1 (5%)	1 (5%)	19 (100%)
Grand Totals	54 (33%)	5 (3%)	18 (11%)	38 (23%)	28 (17%)	4 (2%)	5 (3%)	14 (8%)	166 (100%)

Number of Times in the Top Five Choices

	Answer								
Group	A	B	C	D	E	F	G	H	Number Responding
Mentor Totals	74 (76%)	48 (49%)	57 (59%)	68 (70%)	70 (72%)	54 (56%)	46 (47%)	60 (62%)	97
ICT Totals	34 (68%)	27 (54%)	26 (52%)	35 (70%)	37 (74%)	29 (58%)	39 (78%)	22 (44%)	50
Princ. Totals	15 (79%)	7 (37%)	10 (53%)	13 (68%)	17 (89%)	11 (58%)	13 (68%)	9 (47%)	19
Grand Totals	123 (74%)	82 (49%)	93 (56%)	116 (70%)	124 (75%)	94 (57%)	98 (59%)	101 (61%)	166

responsible for selection of mentors. But a number of participants large enough to be "meaningful" believe others in the school have knowledge about which teachers would make good mentors and believe those persons should have input in the selection process. The best answer to the question of who should select mentors is a combination of Answers A, D, and E.

There was little variation in the first choice of participants across grade levels and groups. According to Table 7, the principal is the first choice among all mentor

groups except the high school mentors. High school mentors were unclear in their choice, but it was not the principal. The opinions across groups are less clear cut in Table 8 because the task of ranking is much more complicated than choosing one answer. For example, principals and ICTs frequently chose Answer G to be in the top five answers even though it was infrequently selected for first choice. The frequency of an answer's selection for the top five did not necessarily coincide with the frequency of its selection as number one, but Answers A, D, and E are still the preference.

The principals were asked who selects mentors now in their schools (refer to Principal Questionnaire, Question 21). Only 4 reported the principal having the sole responsibility. Eleven reported shared responsibility with principal selection as the primary procedure and self-selection as the most frequent optional procedure. Only 2 principals reported principal selection with the recommendation of the department/grade level chairperson ever being used. Three reported ever using principal selection with the recommendation of peers. The survey indicates that respondents believe self-selection is less preferable than principal selection with recommendation from chairpersons or peers.

According to the data gathered from the superintendents during their interview, principals are given the

responsibility for selecting mentors. There is some confusion about the process. The following written comments from the questionnaires illustrate this confusion:

> Principal - I'm not sure what the "procedure" is. Is it not, "anyone who is interested in receiving the training (Case 118)?"
>
> Mentor - I haven't been aware that there has been a procedure. Seemed whoever wanted to has signed on and been given the job (Case 144).

In addition to the confusion, there has also been some contention about the selection process.

In the beginning, two mentors from each school were selected by their principals. All of these original mentors and principals were trained using county staff development funds. A couple of years after its inception, North Carolina's ICP was connected to the Career Ladder Plan which featured merit pay. One of the ways a teacher could attain Level III, the highest career status, was to become a mentor. Suddenly, the selection of mentors became related to pay raises, and controversy erupted. The process used by the principals for the selection was questioned by some who felt that favoritism was being shown to a select few.

Some teachers lobbied the administration to open the training to anyone interested in participating. The assumption was that completion of the training was all that was required to be a certified mentor and that certification

was the only requirement to get a pay raise under the Career Ladder Plan. The training was shifted to the local community college. Prospective mentors now train on their own time and at their own expense. Trainees must also serve a one-year apprenticeship and be recommended by their principal in order to become certified. It is true that the training is open to anyone, but the assignment to an apprenticeship and the recommendation for certification are still dependent on the principal.

According to the superintendents, no principal has ever refused a recommendation to a prospective mentor. However, there are a few mentors who complained about never being or infrequently being assigned to ICTs. Mentors who have never actively served are not really certified because they cannot have completed their apprenticeship.

No attempt was made to exclude mentors who have never served from this study because it was desirable to get feedback from as many sources as possible. As explained earlier in the chapter, their feedback about how mentoring <u>should</u> be done was included with active mentors. Their feedback about how it <u>is</u> done, including their written comments, is presented separately. The objective in a survey is to ask questions of respondents who have the needed information. Mentors who have never served cannot have a good understanding of how the program works in actual

practice. However, they do have information about satisfaction with the selection process.

In practice then, anyone can take the required courses for mentor training. Most are given apprenticeships, and there have been no denials of recommendation. It is in the assignment of mentors to ICTs that principals really practice selection. Mentoring works like other certifications. The decision to certify is largely up to the individual, and apprenticeships and recommendations are not effective quality checks. Virtually no one is denied the right to certify. Certification, however, does not guarantee employment, or in this case, assignment.

Some feared that the promise of extra pay for mentors under the Career Ladder Plan would encourage teachers to become mentors for the wrong reasons. The idea of the plan was to provide compensation to teachers who are willing to take on extra duties. Mentoring requires much extra time and effort as evidenced by such comments as:

Principal - Have more mentors to choose from. The available numbers tend to be diminishing. Many teachers do not want the added duty (Case 80).

Mentor - The mentors should get renewal credit. Many teachers will not do mentoring now because they only see it as an extra duty (Case 58).

ICT - A push for more effective teachers to consider becoming mentors - make it worthwhile (Case 35).

The idea that anyone would be willing to take on mentoring duties for extra pay is a sad comment on the opportunities for professional advancement and salary increases in the profession. The fact that the selection process was amended to provide for wider participation is evidence of the superintendents' desire to provide opportunity for advancement to all. This consideration also changed the stake of the principal. The seriousness of denying certification increased with the possibility that it might effect an employee's eligibility for a pay increase. What harm? Let certification be an open gate. Actually assigning mentors to help novice teachers is another matter. In any case, when the state legislature discontinued funding for the Career Ladder Plan, hopes for extra pay ended. Caldwell County mentors have never received any kind of remuneration.

There is concern among participants about the quality of personnel selected to become mentors. The second highest number of written comments (27 comments) fell into the category calling for more strict standards. Comments such as those below illustrate that some participants are unaware that standards already exist:

> Principal - To ask the principal if certain teachers would make good mentors before they were certified as such (Case 11).
>
> Principal - That a teacher must achieve a certain ranking on an evaluation scale before they

could be considered to be a mentor teacher (Case 54).

Mentor - I think using the qualifications listed in [Question] #4 would be an excellent guideline (Case 89).

ICT - Taking the time to properly select a person for a mentor position (ie. following criteria in [Questions] #4 & #8 (Case 158).

Some understand that there are required qualifications and a defined selection process but question the rigor of the standards:

Mentor - Mentors must be able to offer suggestions for change. Many are too weak to do so and should never be a certified mentor (Case 64A).

Mentor - Mentors and ICT['s] should be based on compatibility of grade level, accessibility, and a real desire to help - not just to fulfill the requirements for mentor certification (Case 95).

Mentor - Get the best mentors, not just try to get certification in mentoring for anyone [that] wants it (Case 97).

Mentor - I just want to be sure teachers are becoming mentors because they really want to help an ICT. Not just because it looks nice on their resume. I have other ICT['s] to come to me for help because they had no contacts w/ their mentor except for observations (Case 95).

The second study question pertaining to selection concerned the criteria used in the selection process. Questions 4, 8, and 9 on all three questionnaires addressed the issue of qualifications of mentors. Again, the questions are presented in their entirety to aid

interpretation of the data. Data presentation tables follow each question.

4. Pick the five of the following qualifications which you consider most important in selecting mentors in order to assure that people who will be most helpful to new teachers are chosen. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

   A. Number of years of experience
   B. Area of certification
   C. Effectiveness of teaching performance
   D. Interest in mentoring/helping new teachers
   E. Interest in professional development/attitude about being an active and open learner
   F. Interest in one's own professional advancement
   G. Willingness to devote time and effort to mentoring
   H. Competence in social and public relations skills
   I. Reflectiveness about teaching

As before, the data are presented in three ways. Table 10 reports the frequencies for the top choice, and Table 11 displays how often each answer was selected to be in the top five. Group totals are collapsed in Table 12 for easier comparison across respondent groups.

Table 11 shows how often each answer was chosen as being important, and Table 10 shows how often each was chosen as most important. Table 12 collapses the data for easier comparison across groups. Notice that, for this question, there was more agreement between the frequencies for top choice and the top five choices, a trend that

continued through the remainder of the survey. There was also agreement across the grade level subgroups. No matter which way the data are viewed, the order of importance of

Table 10

Mentor Qualifications - First Choice

	Answer									
Group	A	B	C	D	E	F	G	H	I	Total
EM	0 (0%)	2 (5%)	18 (47%)	7 (19%)	4 (10%)	0 (0%)	7 (19%)	0 (0%)	0 (0%)	38 (100%)
MM	2 (6%)	2 (6%)	16 (50%)	6 (19%)	2 (6%)	0 (0%)	4 (13%)	0 (0%)	0 (0%)	32 (100%)
K-8M	1 (11%)	1 (11%)	1 (11%)	3 (34%)	1 (11%)	0 (0%)	2 (22%)	0 (0%)	0 (0%)	9 (100%)
HSM	0 (0%)	0 (0%)	5 (28%)	6 (33%)	3 (17%)	0 (0%)	4 (22%)	0 (0%)	0 (0%)	18 (100%)
Mentor Totals	3 (3%)	5 (5%)	40 (41%)	22 (23%)	10 (10%)	0 (0%)	17 (18%)	0 (0%)	0 (0%)	97 (100%)
EICT	1 (4%)	4 (17%)	8 (35%)	5 (22%)	3 (13%)	0 (0%)	2 (9%)	0 (0%)	0 (0%)	23 (100%)
MICT	0 (0%)	1 (8%)	2 (15%)	7 (54%)	1 (8%)	0 (0%)	2 (15%)	0 (0%)	0 (0%)	13 (100%)
K-8ICT	0 (0%)	1 (14%)	3 (43%)	0 (0%)	1 (14%)	0 (0%)	2 (29%)	0 (0%)	0 (0%)	7 (100%)
HSICT	0 (0%)	0 (0%)	4 (57%)	2 (29%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	7 (100%)
ICT Totals	1 (2%)	6 (12%)	17 (34%)	14 (28%)	5 (10%)	0 (0%)	7 (14%)	0 (0%)	0 (0%)	50 (100%)
EP	0 (0%)	0 (0%)	4 (40%)	4 (40%)	2 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)
MP	0 (0%)	0 (0%)	2 (67%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)
K-8P	0 (0%)	0 (0%)	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)
HSP	0 (0%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Princ. Totals	0 (0%)	0 (0%)	10 (53%)	6 (31%)	3 (16%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	19 (100%)

* Percentages reflect the percent of respondents in each group who selected each answer as their first choice so that the total for each group adds up to 100%.

Table 11

Mentor Qualifications - Top Five Choices

Group	Answer A	B	C	D	E	F	G	H	I	Number Respon.
EM	7 (18%)	8 (21%)	32 (84%)	33 (87%)	28 (74%)	12 (32%)	36 (95%)	19 (50%)	15 (39%)	38
MM	13 (41%)	9 (28%)	29 (91%)	31 (97%)	22 (69%)	2 (6%)	30 (94%)	18 (56%)	5 (16%)	32
K-8M	1 (11%)	2 (22%)	9 (100%)	8 (89%)	8 (89%)	2 (22%)	9 (100%)	5 (56%)	1 (11%)	9
HSM	3 (17%)	6 (33%)	17 (94%)	18 (100%)	13 (72%)	2 (11%)	18 (100%)	10 (56%)	3 (17%)	18
Mentor Totals	24 (25%)	25 (26%)	87 (90%)	90 (93%)	71 (73%)	18 (19%)	93 (96%)	52 (53%)	24 (25%)	97
EICT	9 (39%)	10 (43%)	20 (87%)	23 (100%)	14 (61%)	3 (13%)	19 (83%)	4 (17%)	11 (48%)	23
MICT	5 (36%)	8 (62%)	12 (92%)	12 (92%)	6 (46%)	0 (0%)	13 (100%)	5 (38%)	4 (31%)	13
K-8ICT	3 (43%)	1 (14%)	7 (100%)	7 (100%)	5 (71%)	3 (43%)	6 (86%)	2 (29%)	1 (14%)	7
HSICT	1 (14%)	4 (57%)	6 (86%)	6 (86%)	4 (57%)	3 (43%)	7 (100%)	1 (14%)	3 (43%)	7
ICT Totals	18 (36%)	23 (46%)	45 (90%)	48 (96%)	29 (59%)	9 (19%)	45 (90%)	12 (24%)	19 (38%)	50
EP	1 (10%)	1 (10%)	8 (80%)	10 (100%)	10 (100%)	1 (10%)	9 (90%)	8 (60%)	2 (20%)	10
MP	0 (0%)	0 (0%)	2 (67%)	3 (100%)	3 (100%)	2 (67%)	3 (100%)	2 (67%)	0 (0%)	3
K-8P	0 (0%)	0 (0%)	4 (100%)	4 (100%)	3 (75%)	2 (50%)	4 (100%)	3 (75%)	0 (0%)	4
HSP	0 (0%)	0 (0%)	2 (100%)	2 (100%%)	2 (100%)	0 (0%)	2 (100%)	1 (50%)	1 (50%)	2
Princ. Totals	1 (5%)	1 (5%)	16 (84%)	19 (100%)	18 (95%)	5 (26%)	18 (95%)	14 (74%)	3 (16%)	19

* Percentages reflect how often each answer appeared in top five choices for each group so that the total does not add up to 100%.

Table 12

Mentor Qualifications - Combined Totals

First Choice

	Answer									
Group	A	B	C	D	E	F	G	H	I	Total
Mentor Totals	3 (3%)	5 (5%)	40 (41%)	22 (23%)	10 (10%)	0 (0%)	17 (18%)	0 (0%)	0 (0%)	97 (100%)
ICT Totals	1 (2%)	6 (12%)	17 (34%)	14 (28%)	5 (10%)	0 (0%)	7 (14%)	0 (0%)	0 (0%)	50 (100%)
Princ. Totals	0 (0%)	0 (0%)	10 (53%)	6 (31%)	3 (16%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	19 (100%)
Grand Totals	4 (2%)	11 (7%)	67 (40%)	42 (25%)	18 (11%)	0 (0%)	24 (15%)	0 (0%)	0 (0%)	166 (100%)

Number of Times in the Top Five Choices

	Answer									
Group	A	B	C	D	E	F	G	H	I	Number Respon.
Mentor Totals	24 (25%)	25 (26%)	87 (90%)	90 (93%)	71 (73%)	18 (19%)	93 (96%)	52 (53%)	24 (25%)	97
ICT Totals	18 36%)	23 (46%)	45 (90%)	48 (96%)	29 (59%)	9 (19%)	45 (90%)	12 (24%)	19 (38%)	50
Princ. Totals	1 (5%)	1 (5%)	16 (84%)	19 (100%)	18 (95%)	5 (26%)	18 (95%)	14 (74%)	3 (16%)	19
Grand Totals	43 (26%)	49 (30%)	148 (89%)	157 (95%)	118 (71%)	32 (19%)	156 (94%)	78 (47%)	46 (28%)	166

the answers varied little.

The rationale for having respondents rank answers on the questionnaire becomes more clear in the examination of Question 4. Multiple answers are more difficult to tabulate and interpret, but they yield more information than a single answer. Sometimes a single answer from the target group is not desirable. In Question 4 for example, there is more than one qualification important for selecting mentors. Ranking of multiple answers allows the respondents' answers to be ordered by importance.

The response items for Question 4 are ranked below to facilitate data interpretation. The top five choices of the collective respondent group (the last line in Table 12) were used to order the answers which are presented in descending order.

D. Interest in mentoring/helping new teachers
G. Willingness to devote time and effort to mentoring
C. Effectiveness of teaching performance
E. Interest in professional development/attitude about being an active and open learner
H. Competence in social and public relations skills
B. Area of certification
I. Reflectiveness about teaching
A. Number of years of experience
F. Interest in one's own professional advancement

Respondents believe that the most important qualifications for prospective mentors are that they be good teachers themselves, that they want to help novices become good teachers, and that they be willing to devote the extensive time and effort required to provide this help. The ratings for these three qualifications are so close that there is no meaningful difference. Prospective mentors must also be willing to participate in professional development in order to certify. These answers were ranked in the top five choices by three-fourths or more of the participants.

Social and public relations skills, area of certification, reflectiveness about teaching, and number of years of experience were of secondary importance. Becoming

a mentor as a method of professional advancement was considered of least importance.

The ranking of answers on Question 4 illustrates one of the problems with using questionnaires to gather data. For example, reflectiveness about teaching was ranked in the top five choices by fewer than one-third of the participants. Yet, how can teachers be effective or help others become effective without habitually examining their own teaching practices? One of the participants in the focus group who helped examine the data commented that she did not interpret the answer that way. She was not really sure but believed it meant thinking about choosing teaching as a profession. This issue did not arise during the pilot survey, so the wording of the item was not amended. Questionnaires are good for collecting information from large groups, but they are subject to variations in interpretation since there is no one to clarify or elaborate for the respondent as he or she answers.

One of the ways to deal with this problem is to develop several questions to get information about a complicated issue. Questions 8 and 9 are supplementary to Question 4. Mentoring is a complex activity, and successful mentors have a wide range of skills, traits, and abilities. All of these qualities and qualifications should be considered during the selection process. Question 8 listed a range of skills and

abilities which could be classified as social and public relations skills:

8. Pick the five of the following skills or abilities that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

   A. Ability to communicate clearly
   B. Ability to build strong working relationships with co-workers
   C. Ability to work effectively with persons outside the school (parents, educational personnel in other schools and the central office, community members)
   D. Ability to work effectively with students
   E. Peer coaching skills
   F. Ability to motivate others
   G. Ability to teach adults
   H. Sensitivity to the viewpoint/autonomy of others
   I. Flexibility in meeting the needs of different people
   J. Problem-solving skills
   K. Nurturing/counseling skills

Social and public relations skills was the last item in Question 4 ranked in the top five by the collective group. The inability to articulate this function clearly in one answer item led to the decision to include a whole question on skills and abilities in order to collect more reliable information.

Table 13 presents the collective group totals for the answers to Question 8. Now that the method of analysis and interpretation has been explained and demonstrated, only group totals will be presented. Any "meaningful" difference

in the answers among the subgroups will be discussed in the text.

Table 13

Mentor Skills and Abilities - Combined Totals

First Choice

	Answer											
Group	A	B	C	D	E	F	G	H	I	J	K	Total
Mentor Totals	34 (35%)	14 (14%)	1 (1%)	16 (17%)	3 (3%)	1 (1%)	1 (1%)	13 (13%)	2 (2%)	4 (4%)	9 (9%)	98 (100%)
ICT Totals	16 (31%)	6 (11%)	1 (2%)	8 (15%)	4 (8%)	0 (0%)	0 (0%)	7 (13%)	5 (10%)	1 (2%)	4 (8%)	52 (100%)
Princ. Totals	7 (37%)	3 (16%)	0 (0%)	2 (11%)	4 (21%)	0 (0%)	0 (0%)	1 (5%)	1 (5%)	0 (0%)	1 (5%)	19 (100%)
Grand Totals	57 (34%)	23 (14%)	2 (1%)	26 (15%)	11 (6%)	1 (1%)	1 (1%)	21 (12%)	8 (5%)	5 (3%)	14 (8%)	169 (100%)

Number of Times in the Top Five Choices

	Answer											
Group	A	B	C	D	E	F	G	H	I	J	K	Number Respon.
Mentor Totals	79 (81%)	59 (60%)	15 (15%)	51 (52%)	35 (36%)	41 (42%)	4 (4%)	59 (60%)	57 (58%)	38 (39%)	51 (52%)	98
ICT Totals	41 (79%)	22 (42%)	14 (27%)	30 (58%)	24 (46%)	31 (60%)	4 (8%)	32 (62%)	21 (40%)	17 (33%)	24 (46%)	52
Princ. Totals	17 (89%)	13 (68%)	3 (16%)	7 (37%)	10 (53%)	7 (37%)	3 (16%)	8 (42%)	8 (42%)	7 (37%)	12 (63%)	19
Grand Totals	137 (81%)	94 (56%)	32 (19%)	88 (52%)	69 (41%)	79 (47%)	11 (6%)	99 (59%)	86 (51%)	62 (37%)	87 (51%)	169

Again, the answers are listed below in descending order depending on the frequency with which they were ranked in the top five by the collective respondent group. The ability to communicate clearly (Answer A) was the only answer chosen to be in the top five by well over half the participants in each group. It was also the clear preference for first choice.

A. Ability to communicate clearly
H. Sensitivity to the viewpoint/autonomy of others
B. Ability to build strong working relationships with co-workers
D. Ability to work effectively with students
I. Flexibility in meeting the needs of different people
K. Nurturing/counseling skills
F. Ability to motivate others
E. Peer coaching skills
J. Problem-solving skills
C. Ability to work effectively with persons outside the school (parents, educational personnel in other schools and the central office, community members)
G. Ability to teach adults

There was very little variation in the subgroups by grade level. However, there was some difference among the main groups. Principals and mentors ranked the ability to develop working relationships with co-workers in the top five more frequently, but all three groups chose this ability as first choice with about the same frequency. One of the principals in the focus group suggested that the greater experience of mentors and principals gives them a better understanding of the benefits of colleagiality.

The ability to motivate others was chosen to be in the top five answers more frequently by ICTs than by mentors or principals but few in any group selected it as first choice. One of the focus group ICTs said that one of the most valuable things her mentor did for her was to help her maintain her excitement about teaching through the difficult first year.

Sensitivity to the viewpoint of others was ranked in the top five more often by the mentors and ICTs than by the principals. There is a danger that mentoring can lead to cloning, and it is important to allow the novice autonomy while providing assistance and guidance. One of the principals in the focus group offered her interpretation of this difference in opinion. She is in a better position to see the overall operation of the school. She certainly does not want new faculty to become clones, but it is important that the faculty work as a team and she does want help novices fit into the organization.

It is interesting to note that the ability to teach adults was ranked lowest by every group on both scales. Of course, ICTs are adults, and working with adults is one of the focuses of mentor training. One of the mentors in the focus group said she saw herself more as a friend and helper than a teacher of her protege, so she rated nurturing skills higher than teaching skills.

Zey (1984, 1986, 1989) has focused considerable research on the effect of personality on the selection and assignment of mentors. Question 9 was included in the survey instrument to examine participant opinions on this subject. Answer items were a collection of characteristics which could be classified as personality traits that appeared in various descriptions of a good mentor across the literature review.

9. Pick the five of the following personality traits that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

   A. Enthusiasm
   B. Sense of humor
   C. Flexibility
   D. Sense of timing (when to intervene and when not to, etc.)
   E. Approachability
   F. Self-confidence
   G. Willingness to take risks
   H. Willingness to take the initiative
   I. Willingness to accept challenge
   J. Concern for others
   K. Willingness to share
   L. Idealism
   M. Creativity
   N. Trustworthiness

The results from Question 9 are reported in Table 14. Again, there was a high degree of agreement in the answers. The responses are listed below the table in descending order of frequency for the number of times each answer appeared in the top five choices. The answers are ordered by the frequencies for all groups combined because there was very little variation by group or by grade-level subgroup.

The first four answers as ordered were ranked in the top five by at least half of the respondents. Answers D through C form a second category being ranked in the top five by one-third to one-half of the participants. The last five answers were ranked in the top five by fewer than one-fourth of the respondents. The question asked respondents which characteristics or traits were most

Table 14

Desirable Personality Traits - Combined Totals

First Choice

	Answer														
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total
Mentor	25	7	2	7	14	6	0	0	4	8	12	0	1	12	98
Totals	26%	7%	2%	7%	15%	6%	0%	0%	4%	8%	12%	0%	1%	12%	100%
ICT	11	2	2	4	11	4	0	2	0	7	2	0	1	6	52
Totals	21%	4%	4%	8%	22%	8%	0%	4%	0%	14%	4%	0%	2%	11%	100%
Princ.	2	0	1	3	0	0	0	0	1	4	5	1	0	2	19
Totals	11%	0%	5%	16%	0%	0%	0%	0%	5%	21%	26%	5%	0%	11%	100%
Grand	38	9	5	14	25	10	0	2	5	19	19	1	2	20	169
Totals	23%	5%	3%	8%	15%	6%	0%	1%	3%	11%	11%	1%	1%	12%	100%

Number of Times in the Top Five Choices

	Answer														
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Number Respon.
Mentor	69	43	32	51	54	48	3	8	12	47	61	0	16	45	98
Totals	70%	44%	33%	52%	55%	49%	3%	8%	12%	49%	62%	0%	16%	46%	
ICT	31	18	20	20	29	15	2	6	12	23	36	1	14	32	52
Totals	60%	35%	38%	38%	56%	29%	4%	12%	23%	44%	69%	2%	27%	62%	
Princ.	16	4	7	9	11	6	0	4	4	9	12	1	4	8	19
Totals	84%	21%	37%	47%	58%	32%	0%	21%	21%	47%	63%	5%	21%	42%	
Grand	116	65	59	80	94	69	5	18	28	79	109	2	34	85	169
Totals	69%	38%	35%	47%	56%	41%	3%	11%	17%	47%	64%	1%	20%	50%	

A. Enthusiasm
K. Willingness to share
E. Approachability
N. Trustworthiness
D. Sense of timing (when to intervene and when not to, etc.)
J. Concern for others
F. Self-confidence
B. Sense of humor
C. Flexibility
M. Creativity
I. Willingness to accept challenge
H. Willingness to take the initiative
G. Willingness to take risks
L. Idealism

important for successful mentoring. While most people would probably like to see all of these traits in teachers, some are more important than others in a mentoring role. Not all good teachers make good mentors.

The Caldwell County ICP specifies that principals nominate prospective mentors to the superintendent. Selection criteria include the attainment of career status and proven successful teaching as documented on the Teacher Performance Appraisal Instrument. According to the superintendents, the principals were instructed to further consider the qualities and qualifications outlined in the state plan (see Appendix G). The last time principals received extensive instruction about the selection procedure and criteria was in 1982-83 when the plan was first implemented. The superintendents believe that follow-up training is needed to assure accurate implementation.

The level of satisfaction with the current selection procedure for mentors was measured by Question 5. Respondents were asked to mark one answer on a six block scale ranging from Very Satisfied (#1) to Very Dissatisfied (#6). Table 15 reports the results. All three groups fell between 2 and 3 with variation less than one standard deviation. The participants reported being satisfied with the procedure, but as discussed earlier, there is some confusion about exactly what that procedure is.

Table 15

Satisfaction With Selection Procedure

Elementary Mentors - 2.37*	Elementary ICTs - 2.35
Middle Mentors - 2.76	Middle ICTs - 2.40
K-8 Mentors - 2.44	K-8 ICTs - 1.67
High School Mentors - 2.39	High School ICTs - 2.64
Mentor Average - 2.51	ICT Average - 2.35
Standard Deviation - 1.20	Standard Deviation - 1.42
n - 98	n - 49
Elementary Principals - 2.42	* - On a scale of 1-6 with 1 being Very Satisfied and 6 being Very Dissatisfied
Middle Principals - 2.33	
K-8 Principals - 2.25	
High School Principals - 3.00	
Principal Average - 2.42	
Standard Deviation - 1.12	
n - 19	

An additional question (Question 20) on the mentor and principal instruments gathered further information about the perceptions of the selection regulations and procedures. Respondents were asked to rate answers to four questions on a six-block scale ranging from Excellent (#1) to Unacceptable (#6). The questions and ratings are presented in Table 16. While all the ratings are on the positive side of the scale, the confusion about the procedures shows. Regulations may seem more fair and clear if they were better publicized.

There were suggestions about changes that might improve the procedure. As noted previously, the largest category (26) was comments calling for more stringent selection criteria. On the other hand, a few (7) comments suggested

Table 16

Perceptions of Selection Regulations and Procedures

Question About Regulations and Procedures	Ave. Mean for Mentors	Ave. Mean for Principals
Are they fair?	2.65	2.28
Are they clear?	2.88	2.61
Are they well publicized?	3.55	2.94
Are they attainable?	2.58	2.28

* No subgroup varied from the group mean by more than one standard deviation.

increased self-selection or self-assignment. Five comments recommended increasing the number of certified mentors to allow for more compatible assignments.

Assignment of Mentors

Another crucial factor influencing the effectiveness of mentoring is the assignment of mentors to ICTs. A second study question was developed to guide inquiry into this issue:

2. What is the procedure used for assignment of mentors to new teachers?

    A. What criteria are considered in the matching of mentors with new teachers?
    B. How early in the first year is the assignment made?
    C. What is the level of satisfaction with the assignment procedure?
    D. What changes would improve the procedure for assignment of mentors to new teachers?

Zey (1984, 1986, 1989) has focused his research on the impact of personalities on mentoring and believes compatible personalities between mentor and protege to be important. Alleman, Klein, and Newman (1984) explored the effect of gender and race on the mentoring relationship and found no significant impact. One of the most common factors researched has been the difference in age between mentor and protege. The results of this research have indicated that the mentor having more experience has been more important than the mentor being older. The experience differential recommended by most researchers ranges from 3 to 5 years.

Huling-Austin and her colleagues have concentrated their research on mentoring in teaching. They suggest several criteria have been found to have significant impact on the mentoring relationship (Huling-Austin, Barnes, & Smith, 1985). Mentors should teach the same grade level and subject as proteges and be located as close as possible, at least in the same area of the school. The novice and mentor also need to have compatible ideologies about teaching, and the protege needs to be educated about the need for and benefits of mentoring.

Odell (1990) found in her doctoral research that relationships form more quickly and firmly between mentor and protege when the match is voluntary. She recommends that mentor and protege be given a choice in assignment. If

this flexibility is not possible, the option of reassignment should be provided. The issue of voluntary matching in schools is complicated by the need to assign mentors to new teachers as soon as possible since the most stressful time for novices is the opening days and weeks of school (Martin-Newman, 1988). The expediency required to provide each new teacher with a mentor as soon as possible may result in a poor match of personalities or ideologies. The unfamiliarity of the new employee makes compatible assignment difficult.

Question 11 on the three questionnaires was developed to gather information about these assignment issues from program participants.

11. Pick the <u>five</u> criteria which you consider to be most important to a good "match" between mentors and ICTs. Rank your answers with #1 being the most important. Please be sure to pick and rank <u>five</u> answers.

    A. Proximity (located close to each other)
    B. Same content area
    C. Compatible philosophy about teaching
    D. Age differential (how much older the mentor is than the ICT)
    E. Experience differential (how much more experience the mentor has than the ICT)
    F. Race/similar cultural background
    G. Same gender
    H. Same grade level
    I. Voluntary matching (whether or not the mentor and the ICT select each other)
    J. Common schedules (time to spend together)
    K. Compatible personalities

Table 17 reports the collective group totals for the responses to Question 11.

Table 17

Assignment Criteria - Combined Totals

First Choice

	Answer											
Group	A	B	C	D	E	F	G	H	I	J	K	Total
Mentor Totals	18 (19%)	21 (21%)	12 (12%)	1 (1%)	1 (1%)	0 (0%)	2 (2%)	8 (8%)	2 (2%)	18 (19%)	15 (15%)	98 (100%)
ICT Totals	3 (6%)	17 (33%)	8 (15%)	1 (2%)	1 (2%)	1 (2%)	0 (0%)	2 (4%)	0 (0%)	7 (13%)	12 (23%)	52 (100%)
Princ. Totals	1 (5%)	4 (21%)	1 (5%)	0 (0%)	2 (11%)	0 (0%)	0 (0%)	3 (16%)	1 (5%)	4 (21%)	3 (16%)	19 (100%)
Grand Totals	22 (13%)	42 (25%)	21 (12%)	2 (1%)	4 (2%)	1 (1%)	2 (1%)	13 (8%)	3 (2%)	29 (17%)	30 (18%)	169 (100%)

Number of Times in the Top Five Choices

	Answer											
Group	A	B	C	D	E	F	G	H	I	J	K	Number Respon.
Mentor Totals	77 (79%)	68 (69%)	59 (60%)	3 (3%)	23 (23%)	5 (5%)	7 (7%)	48 (49%)	30 (31%)	87 (59%)	76 (78%)	98
ICT Totals	32 (62%)	42 (81%)	37 (71%)	6 (12%)	20 (38%)	2 (4%)	3 (6%)	25 (48%)	14 (27%)	35 (67%)	40 (77%)	52
Princ. Totals	11 (58%)	9 (47%)	12 (63%)	3 (16%)	9 (47%)	1 (5%)	1 (5%)	11 (58%)	6 (32%)	16 (84%)	13 (68%)	19
Grand Totals	120 (71%)	119 (70%)	108 (64%)	12 (7%)	52 (31%)	8 (5%)	11 (7%)	84 (50%)	50 (30%)	138 (32%)	129 (76%)	169

The answers to Question 11 are arranged below in descending order according to the frequency with which answers were chosen to be in the top five. The order for answers if arranged by the frequencies of the top choice were almost identical with the exception that Answer B (same content area) was the most frequent top choice for all respondent

groups. Answers were ordered by the collective frequencies for the combined respondent group.

J. Common schedules (time to spend together)
K. Compatible personalities
A. Proximity (located close to each other)
B. Same content area
C. Compatible philosophy about teaching
H. Same grade level
E. Experience differential (how much more experience the mentor has than the ICT)
I. Voluntary matching (whether or not the mentor and the ICT select each other)
G. Same gender
F. Race/similar cultural background
D. Age differential (how much older the mentor is than the ICT)

The opinions of the survey respondents generally agreed with the research cited at the beginning of this section. The first six answers as ordered were ranked in the top five choices by half or more of the respondents in every group. These answers are also the ones most frequently chosen as top choice by each group in nearly the same order.

Answers A and J are related because one of the benefits of proximity is that it increases the time mentor and protege can spend together. Eight mentors and one ICT commented on the survey that lack of proximity was a problem. Lack of time is often identified in research as the worst impediment to effective mentoring. Twenty-three written comments (8 mentors, 10 ICTs, and 5 principals) from the questionnaires cited lack of time for mentors to spend with ICTs as a major problem.

Although both were important, compatible personalities (Answer K) was ranked above compatible philosophies about teaching (Answer C) by every group on both scales. Common content area (Answer B) and common grade level (Answer H) are related because some schools are organized by grade level rather than content area. Common content was most frequently identified as most important by all groups except middle school mentors and ICTs who chose common grade level instead. Seven mentors and 16 ICTs wrote comments on the questionnaire about the need for mentor and protege to be teaching the same content.

Experience differential (Answer E) and voluntary matching (Answer I) were ranked in the top five by about one-third of each group and subgroup, but they were rarely selected as the top choice. The survey results agreed with the research reported earlier in that age, race, and gender were considered unimportant.

All respondents were asked in Question 12 how often they think there is a good match between mentors and proteges. They were to mark one of six boxes which ranged from Always (#1) to Never (#6). The results are reported in Table 18. The range of the average means was from 2.47 to 2.86 meaning that respondents perceive the matches to be usually good. No subgroup differed from the group average mean by more than one standard deviation.

Table 18

How Often There Is a Good Match Between Mentors and ICTs

Elementary Mentors - 2.71*	Elementary ICTs - 2.68
Middle Mentors - 3.00	Middle ICTs - 2.77
K-8 Mentors - 3.00	K-8 ICTs - 2.86
High School Mentors - 2.83	High School ICTs - 2.57
Mentor Average - 2.86	ICT Average - 2.71
Standard Deviation - .79	Standard Deviation - .87
n - 97	n - 52

Elementary Principals - 2.60	* - On a scale of 1-6 with 1 being Very Satisfied and 6 being Very Dissatisfied
Middle Principals - 2.67	
K-8 Principals - 1.75	
High School Principals - 3.00	
Principal Average - 2.47	
Standard Deviation - .77	
n - 19	

Principals were asked to identify measures that they have used to deal with ineffective matches between mentors and ICTs (refer to Principal Questionnaire, Question 23). Fourteen principals said that, to their knowledge, there had been no problem with mismatches. Five principals reported making reassignments based on mentor request. No reassignments at the request of the ICT were reported, and one principal reported the mentor and ICT working together as best they could.

As discussed in the beginning of this section on assignment issues, the timing of the assignment is important. The opening days and weeks of the first year are the most difficult and stressful for new teachers, so they need their mentors early. Question 13 was developed for all

three survey instruments to gather data about when mentors are normally assigned. The question appears below:

> 13. When are mentors assigned to ICTs at your school? Choose the answer which is most common. Please check <u>one</u> answer.
>
> A. During the summer before teacher workdays begin
> B. On the first teacher workday
> C. Sometime during the teacher workdays at the beginning of the school year
> D. Sometime in the first month of school
> E. After the first month of school

Table 19 reveals that a good number of the mentoring assignments are being made after those crucial first days. About one-fourth of the respondents report mentor assignment occurring on or before the first teacher planning day at the beginning of the year. Most new teachers get their mentors sometime during the beginning planning days, but about one-third of the respondents report late assignments.

There were two system records which served as criterion data for checking accuracy of the responses to Question 13. Remember criterion data are independent measures of the same variable to which the results of the questionnaire can be compared and are one of the ways to check validity. During his interview, the assistant superintendent who supervises the ICP stated that, two weeks after the beginning of school each year, he conducts an orientation to the Caldwell County School System and the state induction plan for all initially certified personnel. During this meeting, he asks ICTs if

Table 19

Timing of Mentoring Assignments

	Answer					
Group	A	B	C	D	E	Total Respondents
EM	8	0	21	10	0	39
MM	3	4	13	11	2	33
K-8M	0	2	3	1	2	8
HSM	1	2	9	5	0	17
Mentor Totals	12	8	46	27	4	97
EICT	8	5	5	5	2	25
MICT	0	1	7	5	0	13
K-8ICT	1	0	3	3	0	7
HSICT	1	0	5	1	0	7
ICT Totals	10	6	20	14	2	52
EP	3	0	4	3	0	10
MP	1	0	2	0	0	3
K-8P	0	0	4	0	0	4
HSP	0	0	2	0	0	2
Principal Totals	4	0	12	3	0	19
Grand Totals	26	14	78	44	6	168
Percent	(16%)	(8%)	(46%)	(26%)	(4%)	(100%)

they have been assigned mentors and know who they are. The superintendent did not recall any negative responses to this inquiry. Additionally, principals must complete a form for the superintendent in mid-September each year listing all ICTs with their mentors. Assignments must be made by this time in order to complete the report. The criterion data

support the survey results. Almost all mentors are assigned within the first month of school.

Sixteen written comments (9 mentors, 6 ICTs, and 1 principal) from the surveys called for earlier assignment of mentors to their proteges. One principal suggested a paid planning day before the rest of the teachers start work to provide adequate time for mentor and protege to get to know each other.

Principals were asked to identify who makes mentoring assignments in their schools (refer to Principal Questionnaire, Question 22). All 19 reported the principal being primarily responsible for making the assignments. Two principals reported that an assistant principal sometimes shares this duty, and 3 principals reported mentors sometimes choosing their ICTs.

Respondents were asked about their level of satisfaction with the procedure for assigning mentors to proteges. They rated their satisfaction on a six-block scale ranging from Very Satisfied (#1) to Very Dissatisfied (#6). The results are reported in Table 20. The mean averages for the groups ranged from 2.11 to 2.88 which means the groups are fairly satisfied with the procedure. No subgroup differed from the mean average for the group by more than one standard deviation.

Suggestions for improvement in the assignment procedure included calls for more time for mentors and ICTs to spend

Table 20

Satisfaction With Assignment Procedure

Elementary Mentors - 2.71*	Elementary ICTs - 2.32
Middle Mentors - 3.16	Middle ICTs - 2.15
K-8 Mentors - 2.78	K-8 ICTs - 3.00
High School Mentors - 2.50	High School ICTs - 2.29
Mentor Average - 2.82	ICT Average - 2.37
Standard Deviation - 1.22	Standard Deviation - 1.31
n - 97	n - 52
Elementary Principals - 2.20	* - On a scale of 1-6 with 1 being Very Satisfied and 6 being Very Dissatisfied
Middle Principals - 2.00	
K-8 Principals - 1.75	
High School Principals - 2.50	
Principal Average - 2.11	
Standard Deviation - .94	
n - 19	

together (23 comments), earlier assignment (16 comments), making sure the mentor and ICT teach the same content (19 comments), and trying to get mentors as close as possible to ICTs (12 comments). Eleven mentors and 5 ICTs wrote comments requesting more input on who their partners would be.

Meeting the Needs of New Teachers

Once mentors are chosen who are likely to be successful and are assigned to compatible proteges, the focus shifts to the assistance that is provided. Mentors and principals, the two assisting members of the mentoring team, must have a clear understanding of what the novice needs and how to provide that assistance. A third research question was

developed to explore how well mentors and principals understand and meet the needs of beginning teachers.

3. How well are mentors providing the assistance needed by new teachers?

    A. What are the areas in which new teachers need help?
    B. How well do mentors and principals understand these needs?
    C. How well do mentors and principals meet the needs in these areas?

Question 7 on all three surveys asked participants to identify the areas in which new teachers need help. Answer items included needs commonly identified in the research reported in the literature review. The objective was to see if the mentors and principals identified the same needs as the ICTs. The combined totals for the three respondent groups are presented in Table 21.

Examination of the table reveals no meaningful difference among the groups about the needs of novice teachers and the relative importance of those needs. There was also a high level of agreement among the grade level subgroups. Arrangement of the responses in ranked order facilitates interpretation and is provided following the table. The ranking is based on the number of times the response was ranked in the top five answers by the collective group.

Discipline of students (Answer G) was most often ranked in the top five choices and was the most frequent top choice

7. Pick the five areas below with which you believe beginning teachers need help most. Rank you answers with #1 being the greatest need. Please be sure to pick and rank five answers.

   A. Content mastery
   B. Mastery of a variety of instructional delivery techniques
   C. How to organize/structure individual lessons
   D. How to locate and obtain resources and supplies for teaching
   E. How to deal with individual needs and problems of students
   F. How to organize instruction (what content to teach and when)
   G. Discipline of students
   H. How to evaluate student work
   I. How to deal with parents
   J. How to organize duties (time-management)
   K. How to perform non-instructional duties (what is expected and how to do it)
   L. Motivation of students
   M. Establishing good working relations with colleagues
   N. Awareness of school rules and policies
   O. How to level instruction for individuals and groups of students

of every group. This result agrees with the research done by Veenman (1984), considered the most thorough study to date on the needs of beginning teachers. How to deal with the individual needs and problems of students (Answer E) can be related to discipline and was ranked second in order. The respondents seemed to see dealing with individual student needs and problems as unrelated to leveling of instruction. Leveling instruction for individuals and groups (Answer O) was ranked much lower by every group. Planning the curriculum (Answer F) was ranked third in difficulty, higher than planning individual lessons

Table 21

Needs of Beginning Teachers - Combined Totals

First Choice

	Answer															
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
Mentor Totals	4 4%	6 6%	1 1%	8 8%	16 17%	14 14%	26 27%	1 1%	1 1%	4 4%	0 0%	2 2%	1 1%	7 7%	7 7%	98 100%
ICT Totals	1 2%	6 12%	3 6%	3 6%	7 13%	4 7%	14 27%	1 2%	1 2%	2 4%	2 4%	4 7%	1 2%	1 2%	2 4%	52 100%
Princ. Totals	0 0%	0 0%	2 11%	0 0%	3 16%	2 11%	9 47%	1 5%	0 0%	0 0%	0 0%	1 5%	0 0%	0 0%	1 5%	19 100%
Grand Totals	5 3%	12 7%	6 4%	11 6%	26 15%	20 12%	49 29%	3 2%	2 7%	6 4%	2 2%	7 4%	2 2%	8 5%	10 6%	169 100%

Number of Times in the Top Five Choices

	Answer															Number
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Respon.
Mentor Totals	13 13%	33 34%	25 26%	33 34%	62 63%	39 40%	80 82%	13 13%	33 34%	33 34%	19 19%	37 38%	15 15%	26 27%	21 21%	98
ICT Totals	7 13%	22 42%	13 25%	23 44%	27 52%	30 58%	38 73%	5 10%	15 29%	14 27%	13 25%	22 42%	3 6%	17 33%	11 21%	52
Princ. Totals	3 16%	12 63%	5 26%	2 11%	13 68%	9 47%	19 100%	2 11%	8 42%	7 37%	1 5%	6 32%	0 0%	2 11%	6 32%	19
Grand Totals	23 14%	67 40%	43 25%	58 34%	102 60%	78 46%	137 81%	20 12%	56 33%	54 32%	33 20%	65 39%	18 11%	45 27%	38 23%	169

G. Discipline of students
E. How to deal with individual needs and problems of students
F. How to organize instruction (what content to teach and when)
B. Mastery of a variety of instructional delivery techniques
L. Motivation of students
D. How to locate and obtain resources and supplies for teaching
I. How to deal with parents
J. How to organize duties (time-management)
N. Awareness of school rules and policies
C. How to organize/structure individual lessons
O. How to level instruction for individuals and groups of students
K. How to perform non-instructional duties (what is expected and how to do it)
A. Content mastery

H. How to evaluate student work
M. Establishing good working relations with colleagues

(Answer C). Learning to use a variety of instructional techniques (Answer B) was fourth in difficulty followed by motivation of students (Answer L). Of the top five choices of the collective respondent group, three were related to dealing with students and two dealt with instruction. These needs, consistently identified by all groups, represent the activities new teachers find most difficult and/or are least prepared to do. Mentoring efforts should focus on these activities, and prospective mentors should be effective at doing them.

Establishing good working relationships with colleagues (Answer M) was of least importance followed by evaluating student work (Answer H) and content mastery (Answer A) in ascending order. This ranking should not be interpreted to mean that the respondents believe these activities to be unimportant. The question asked them to identify activities with which new teachers most need help. So the low ranking items on this question mean that respondents believe these activities to be the easiest or novices to be best prepared in these areas. For example, mastery of content was identified as a low priority need, but teaching the same content was in the top five criteria identified as important for assigning mentors to ICTs.

Understanding the needs of beginning teachers was rated high by the three respondent groups as an area in which they could use additional information or training. Question 10 was developed to gather data about needed information and appears below. The results are presented in Table 22.

10. Pick the five of the following in which additional information or training would be most helpful in making you a more effective participant in the program to assist new teachers. Rank your answers with #1 being the information/training you need most. Please be sure to pick and rank five answers.

    A. Regulations, procedures, and goals of the NC Initial Certification Program
    B. Definition of roles and responsibilities of the mentor
    C. Definition of roles and responsibilities of the ICT (Initially Certified Teacher - beginning teacher)
    D. Potential benefits of mentoring to mentors and ICTs
    E. Theory about adult learning and developmental stages
    F. Needs of beginning teachers
    G. Observation skills
    H. Giving valuable feedback about the effectiveness and quality of performance
    I. Motivation/encouragement techniques
    J. Definition of the relationship between mentors and new teachers
    K. Coaching skills
    L. Conferencing skills
    M. Counseling skills
    N. Other (please specify)
    _____

The needs of beginning teachers (Answer F) was chosen most frequently to be in the top five items by every group except the mentors who ranked it in third place. The percentage of mentors who ranked Answer F in the top five

Table 22

Training Needs - Combined Totals

First Choice

	Answer														
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total
Mentor	15	8	1	3	5	19	7	14	6	10	3	5	2	0	98
Totals	16%	8%	1%	3%	5%	20%	7%	14%	6%	10%	3%	5%	2%	0%	100%
ICT	10	9	7	2	0	10	2	4	4	3	0	1	0	0	52
Totals	19%	17%	13%	4%	0%	19%	4%	8%	8%	6%	0%	2%	0%	0%	100%
Princ.	2	1	2	1	1	4	1	4	1	0	0	1	0	0	19
Totals	11%	6%	11%	6%	6%	21%	6%	21%	6%	0%	0%	6%	0%	0%	100%
Grand	27	18	10	6	6	33	10	22	11	13	3	7	2	0	169
Totals	16%	11%	6%	3%	3%	20%	6%	13%	7%	8%	2%	4%	1%	0%	100%

Number of Times in the Top Five Choices

	Answer												Number		
Group	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Respon.
Mentor	39	41	30	16	27	50	33	67	55	22	34	43	29	0	98
Totals	40%	42%	31%	16%	28%	51%	34%	68%	56%	22%	35%	44%	30%	0%	
ICT	27	26	30	7	4	37	14	32	32	18	8	11	12	0	52
Totals	52%	50%	58%	13%	8%	71%	27%	62%	62%	62%	15%	21%	23%	0%	
Princ.	7	7	6	2	3	14	4	9	9	3	9	8	7	0	19
Totals	37%	37%	32%	11%	16%	74%	21%	47%	16%	16%	47%	42%	37%	0%	
Grand	73	74	66	25	34	101	51	108	96	43	51	62	48	0	169
Totals	43%	44%	39%	15%	20%	60%	30%	64%	57%	25%	30%	37%	28%	0%	

H. Giving valuable feedback about the effectiveness and quality of performance
F. Needs of beginning teachers
I. Motivation/encouragement techniques
B. Definition of roles and responsibilities of the mentor
A. Regulations, procedures, and goals of the NC Initial Certification Program
C. Definition of roles and responsibilities of the ICT (Initially Certified Teacher - beginning teacher)
L. Conferencing skills
G. Observation skills
K. Coaching skills
M. Counseling skills
J. Definition of the relationship between mentors and new teachers
E. Theory about adult learning and developmental stages
D. Potential benefits of mentoring to mentors and ICTs
N. Other (please specify) _____

(51%) differed from the ICTs (71%) and the principals (74%). However, Answer F was the most frequent top choice of every group.

There was no substantive difference in the answers of the grade level subgroups when compared to their parent groups for any answer item. Again, the answers are presented in descending order for ease of interpretation, and the order is based on the top five choices. Notice Answer F is in second place due to the lower ranking given by the mentors.

Giving feedback about ICT performance (Answer H) was most important to the mentors, and since they were the largest group, Answer H was the most frequent answer of the respondents collectively. As noted previously, needs of beginning teachers (Answer F) ranked second followed by learning motivation techniques (Answer I).

Definition of the roles and responsibilities of the mentoring team members ranked next. Principals and mentors wanted the responsibilities of the mentor (Answer B) defined while ICTs wanted definition of their own roles (Answer C). Definition of the relationship between mentor and ICT (Answer J) was ranked much lower by each group which indicates that respondents perceive a greater need for defining the duties and functions of team members than for defining their relationship to each other. Common roles and responsibilities of mentors are outlined in the literature

review in Chapter 2. Also, the North Carolina ICP Guidelines and Procedures Manual includes a section on the responsibilities of the mentor. These two sources will provide information for the planning of staff development in this area.

Learning more about the regulations, procedures, and goals of the induction program (Answer A) was the final answer ranked in the top five. Lack of knowledge about the induction plan is a common thread that runs throughout this study and is perhaps the greatest need identified during this evaluation.

Next in order of helpfulness was training or information about the generic mentoring skills needed for conferencing (Answer L), observation (Answer G), coaching (Answer K), and counseling (Answer M). The training required for mentor certification includes these skills which may explain why participants feel less need for additional information in this area.

Learning about the potential benefits of the mentoring program to mentors and ICTs (Answer D) was the least frequent answer. This opinion differs from and illustrates the point of Huling-Austin et al. (Huling-Austin, Barnes, & Smith, 1985) who identify educating the assisted teacher about the need for and benefits of a support system as one of the four crucial factors impacting mentoring programs. According to them, the novices who have not been informed

about the goals and benefits of mentoring are more likely to view the induction program as merely evaluative.

Next to last was information about teaching adults (Answer E). The research reported in the literature review indicates that it is a misconception to believe that a person who is successful at teaching children will automatically be good at teaching adults. Such misconceptions can damage the relationship between the assisted teacher and the support team and, thereby, reduce the effectiveness of the mentoring program.

Finally, the ICTs were asked to rate the effectiveness of their own mentors and administrators in providing them with the assistance needed. Table 23 reports the results.

It is interesting that administrators were perceived to be more effective than mentors by every grade level subgroup of the ICTs. This rating does not mean that mentors are not effective because they received a high rating from their proteges. It does, however, reveal that ICTs receive much assistance from their principals and consider that assistance to be important.

Table 23

Effectiveness of Mentoring Team Members

Effectiveness of Mentors	Effectiveness of Administrators
Elementary ICTs - 4.84*	Elementary ICTs - 4.88
Middle ICTs - 4.23	Middle ICTs - 5.31
K-8 ICTs - 4.00	K-8 ICTs - 4.86
High School ICTs - 4.29	High School ICTs - 5.29
ICT Average - 4.50	ICT Average - 5.04
Standard Deviation - 1.66	Standard Deviation - 1.15
n - 52	n - 52

* On a scale of 1-6 with #6 being Very Effective and #1 being Very Ineffective

Meeting Overall Program Goals

As stated in Chapter II, most teacher induction programs across the country have been formulated to meet two basic goals; to increase the retention of a quality teaching force and to improve teaching in order to enhance student achievement. Mentoring is one of the primary vehicles used by most induction programs to achieve these basic goals. The evaluation of selection and assignment procedures and the quality of services delivered to new teachers in Caldwell County must be viewed with respect to how well they help meet overall program goals.

Since the system keeps no records of why teachers discontinue employment in the county, it is impossible to tell if teachers continue to teach in another system after termination. Therefore, the true retention rate for new

teachers cannot be determined from personnel records. To gather data about retention, all respondents were asked to rate the degree to which they believe mentoring increases the likelihood that novices will remain in the profession. They were to mark one answer on a six-block scale ranging from Very Little to Very Much. Table 24 presents the results.

Table 24

How Much Mentoring Increases ICT Retention

Elementary Mentors - 4.84*	Elementary ICTs - 4.28
Middle Mentors - 4.64	Middle ICTs - 4.31
K-8 Mentors - 4.44	K-8 ICTs - 4.86
High School Mentors - 4.17	High School ICTs - 3.57
Mentor Average - 4.61	ICT Average - 4.27
Standard Deviation - 1.21	Standard Deviation - 1.51
n - 98	n - 52
Elementary Principals - 4.30	* - On a scale of 1-6 with 6 being Very Much and 1 being Very Little
Middle Principals - 4.33	
K-8 Principals - 3.50	
High School Principals - 2.50	
Principal Average - 3.95	
Standard Deviation - 1.51	
n - 19	

Mentors and ICTs viewed the mentoring program as having a positive effect on retention. High school principals disagreed with principals from the other levels. They were the only group who believed that mentoring had little impact on retention (less than 3.00 is on the negative side of the scale). Their rating was almost one standard deviation away

from the average mean for the principal group It should be remembered that the high school principal group represents two people. While their opinions should not be discounted, answers from larger groups are more reliable than answers from smaller groups. Overall, the respondents believe mentoring has a positive impact on the retention rate for new teachers.

The second major goal of North Carolina's ICP is to improve teacher effectiveness. Research reveals that mentoring improves the teaching of mentors as well as their proteges. The surveys included a question on the impact of participation on the teaching of both parties. Table 25 presents the results for mentors, and Table 26 reports that for ICTs.

Table 25

How Much Mentoring Improves the Teaching of Mentors

Elementary Mentors - 4.77*	Elementary ICTs - 4.28
Middle Mentors - 4.73	Middle ICTs - 4.15
K-8 Mentors - 4.89	K-8 ICTs - 4.00
High School Mentors - 4.50	High School ICTs - 3.29
Mentor Average - 4.72	ICT Average - 4.08
Standard Deviation - 1.15	Standard Deviation - 1.28
n - 99	n - 52

Elementary Principals - 4.20	* - On a scale of 1-6 with 6 being Very Much and 1 being Very Little
Middle Principals - 4.00	
K-8 Principals - 4.25	
High School Principals - 5.00	
Principal Average - 4.26	
Standard Deviation - 1.33	
n - 19	

Table 26

How Much Mentoring Improves the Teaching of ICTs

Elementary Mentors - 5.00*	Elementary ICTs - 4.60
Middle Mentors - 5.15	Middle ICTs - 4.69
K-8 Mentors - 5.00	K-8 ICTs - 4.57
High School Mentors - 4.72	High School ICTs - 4.29
- - - - - - - - - - - - - -	- - - - - - - - - - - - - -
Mentor Average - 5.00	ICT Average - 4.58
Standard Deviation - .86	Standard Deviation - 1.36
n - 99	n - 52

Elementary Principals - 4.80	* - On a scale of 1-6 with 6 being Very Much and 6 being Very Little
Middle Principals - 4.67	
K-8 Principals - 4.75	
High School Principals - 5.00	
- - - - - - - - - - - - - - - -	
Principal Average - 4.79	
Standard Deviation - 1.03	
n - 19	

The results concur with other studies reported in the literature review. Participants believe that mentoring makes both mentors and ICTs better teachers and that the activity is only slightly less beneficial for mentors than it is for ICTs.

Summary

This study was designed as an internal evaluation of the Caldwell County Initial Certification Program. The focus of the study was to examine the criteria and procedures for selection and assignment of mentors and the effectiveness of the services delivered to ICTs by the assisting members of the mentoring team. Data were collected through questionnaires, interviews, and examination of system records.

Data collection and interpretation revealed that there is confusion about the selection process for mentors. The county plan is to follow state guidelines and criteria for selection, but participant response indicated a lack of knowledge of the state plan. There is concern among all parties that the selection process be more stringent, that its gatekeeping function be enhanced. Participants believe the principals have the best knowledge of which teachers will make good mentors but that they should make the decision with input from department/grade level chairpersons and peers. Self-selection is not viewed favorably but is believed to be a major avenue of selection.

Results concerning the importance of assignment criteria agreed with other mentoring research. All parties seem to have a good understanding of the important criteria, and respondents report that matches between mentors and ICTs are usually good. Principals reported making reassignments in the unusual event of a mismatch. Assignment of mentors to ICTs serves the primary gatekeeping function of the mentoring program, and a few mentors report dissatisfaction at not being appointed. The major problem identified was finding enough time for the mentor and ICT to spend together. The opening days of the year are particularly important, and participants called for assignments to be made as early as possible.

Principals and mentors have a good understanding of the needs of beginning teachers, and ICTs report high satisfaction with both parties for the assistance they provide. Participants also believe the mentoring program increases the retention rate for new teachers and improves the teaching of both mentors and ICTs.

The variation of answers across groups and subgroups of the survey population was less than expected. Overall, the closest agreement was in the area of meeting the needs of beginning teachers. Although not great, the most variation occurred in the area of mentor selection.

CHAPTER V

CONCLUSIONS

Overview of the Study

This study was designed to be an internal evaluation of the North Carolina Initial Certification Program as implemented in Caldwell County in the 1991-92 school year. As explained in Chapter I, each school system is responsible for the development and implementation of its own ICP. The system plan must concur with the state plan and be approved by the state. In her 1989 evaluation of the North Carolina ICP, Huling-Austin reported extreme variation in how the program was being implemented across the state. Because of this variation and because changes can and will be made primarily at the system level, it is important that each system conduct its own program evaluations. This study was conducted by and for participants in the Caldwell County induction program.

In cooperation with the superintendent and assistant superintendent responsible for the ICP, the scope of the study was narrowed to focus on the selection and assignment of mentors and the quality of the assistance provided to new teachers. Three study questions were developed to guide the study:

1. What is the selection procedure for mentors?

    A. Who selects mentors?
    B. What criteria are used in the selection of mentors?
    C. What is the level of satisfaction with the selection procedure?
    D. What changes would improve the selection procedure for mentors?

2. What is the procedure used for assignment of mentors to new teachers?

    A. What criteria are considered in the matching of mentors with new teachers?
    B. How early in the first year is the assignment made?
    C. What is the level of satisfaction with the assignment procedure?
    D. What changes would improve the procedure for assignment of mentors to new teachers?

3. How well are mentors providing the assistance needed by new teachers?

    A. What are the areas in which new teachers need help?
    B. How well do mentors and principals understand these needs?
    C. How well do mentors and principals meet the needs in these areas?

Data collection instruments included questionnaires for mentors, ICTs, and principals and an interview protocol for the superintendents. Additional information relevant to the study was collected from system records. The survey was a census of all program participants, so descriptive statistics were used to analyze results.

Conclusions and Recommendations

The conclusions are organized according to the study questions. Recommendations accompany each question. To

facilitate examination of the recommendations, they are condensed and categorized in the next section, Summary of the Recommendations. Next, the overall effectiveness of the Caldwell County ICP in meeting stated program goals is addressed. The chapter ends with suggestions for further study of the Caldwell County ICP.

Selection of Mentors

There are about 99 certified mentors in Caldwell County at this time. Principals report that number is usually adequate to assure that each mentor can be assigned only one ICT, the recommendation of mentoring research and of the North Carolina ICP. However, assigning mentors to ICTs in a common content area is a different matter. There is a need for additional mentors in some areas or grade levels. Common content area was identified by questionnaire respondents as one of the top five criteria for assigning mentors to ICTs. According to the state plan which reflects research in the field, at least one member of the mentoring team should hold current certification in the content area of the beginning teacher. It is important to remember that mentors are needed for administrators and support personnel too since they are initially certified for the first two years in these positions.

Recruitment and retention of mentors is difficult because the activity requires so much time and effort. Survey respondents indicated that some teachers just do not

want the added duty. The best teachers are often the busiest. Some suggestions for improving recruitment are offered in the next section on assignment of mentors.

There is confusion about the selection procedure. One of the foremost authorities on formal mentoring programs for teachers is William Gray. His research (Gray, 1986, 1987, 1988, 1989b) shows that problems arise if the criteria for selection are not fair, attainable, and known. When asked about the selection procedure and criteria, participants responded that they were fair and attainable but not well known or understood.

The county plan states that prospective mentors must have career status, demonstrate successful teaching as documented on the evaluation instrument, complete the training, and be recommended by their principal. The administrative suggestion is that principals use the qualifications and criteria listed in the state plan for nominations. All of the qualifications, abilities, skills, and traits identified by program participants as important to successful mentoring already appear in the state guidelines.

Since the training is open to anyone, the perception is that mentors are self-selected. The training is open to anyone, but the nomination by the principal is not. According to the superintendents, however, no principal has refused recommendation to a prospective mentor. In actual

practice, anyone can complete the training, and the principal recommendation is perfunctory. Respondents expressed concern that the selection process is too lenient and should be strengthened to make sure potentially successful mentors are chosen. Suggestions for improvement included features already present in the plan. The problem seems to be that participants are just unfamiliar with the plan.

Participants also believe that the principal has the best information about which teachers will make good mentors. However, they want the principal to consider input from department/grade level chairpersons and peers. Under the current plan, principals are responsible for selection, but faculty input is not provided for formally. One suggestion for formalizing faculty input is a selection committee which includes peers and the principal such as that described by Taylor (1987). Formal faculty input could help make the selection process seem less like the principal is showing favoritism.

In summary, participants need to be educated about the specifics of the selection procedure outlined in the county and state plans. Questions 4, 8, and 9 on the survey questionnaires pertained to selection criteria. Ranked answers of program participants to these questions was provided in Chapter 4. These rankings can be used as a guide during needed staff development. Also, principals can

use faculty input to help justify nominations. These actions would strengthen the selection process so that it can serve the gate-keeping function participants recommend.

Assignment of Mentors to ICTs

Principals are primarily responsible for assignment of mentors to ICTs in the county. Voluntary assignment was found by Odell (1990) to enhance the mentor-protege bond. Caldwell County mentors and ICTs did not favor entirely voluntary matching but did request that the principal seek and accept more input from them about their assignments.

The criteria for assignment was addressed by Question 11 on the survey instruments. Again, the ranked answers provided in Chapter 4 can serve the principals as a guide in the assignment procedure. Particular attention should be paid to the two assignment criteria specified in the state plan, common content area and location in the same school.

In agreement with other research on mentoring, one of the worst impediments to effective mentoring is the lack of time mentors and proteges have to spend together which can be influenced by proximity. Principals should also consider giving the pair common planning time. Additional duty-free time provided to accommodate required mentoring activities would help recruitment of new mentors. For example, active mentors could be given an additional planning period to devote exclusively to their proteges. Another possibility is to relieve active mentors of some extra duties assigned

other teachers. These strategies would improve the quality of services delivered by the mentor and increase the number of teachers willing to accept the added duty of mentoring. Strengthening the selection procedure as discussed in the previous section should guard against teachers becoming mentors simply to get extra duty-free time.

The timing of the assignment is complicated by the fact that principals often are still hiring new teachers after the school year begins. Final personnel allotments cannot be made until the state legislature completes its annual budget, often late in July. Required advertising of open positions and the interviewing process can run past the beginning of pre-school teacher planning days. Often new teachers are late-hires, and their mentor assignments can easily be lost in the myriad of activities necessary to open a school year. The beginning of the year is a busy and stressful time for principals too.

However, principals should be reminded that early mentor assignments can have a payoff that is worth extra consideration. The primary job of the mentor is to help the new teacher be more effective, not just to help with evaluation. Assignment of a mentor as soon as the novice is hired can speed and facilitate assimilation into the organization which may well save the administrator time in the end.

Participants perceive mentor-ICT matches to be usually good. However, they should be advised that reassignment upon the request of either party is possible in the case of a mismatch. Overall satisfaction with the current procedure is relatively high but would improve with the implementation of the suggestions outlined above.

Meeting the Needs of New Teachers

Mentors and principals have a good understanding of the needs of new teachers as evidenced by the similarity of their answers to ICTs' on Question 7 of the survey instrument. However, when asked what additional training or information they needed, both mentors and principals chose more information on the needs of ICTs as a high priority. Just knowing that they now seem to be on the right track would be helpful. The ranked answers to Question 7 provided in Chapter 4 will help provide the desired information.

Of all of the rating questions on the survey instrument, ICTs gave their highest rating to principals and mentors for the quality of services and assistance they deliver. Both team members were rated very effective.

Summary of the Recommendations

Most of the recommendations can be categorized as training issues. Principals as the primary administrators of the ICP especially need more information about existing program guidelines and how to implement them properly. The last formal training they received was at the inception of

the program in 1982-83. There has been a considerable amount of turnover in the group since then, and the new principals have never been trained. The training listed below is important for all program participants but especially for principals.

1. Specific state and county guidelines about qualifications, skills, abilities, and traits of prospective mentors
2. Definition of the role of the principal in the selection of mentors
3. Definition of the steps in the selection procedure
4. Specific assignment criteria required by the state plan
5. Additional assignment criteria identified as important in mentoring research and the evaluation of the Caldwell County program

All three respondent groups in the survey identified additional information about the regulations, goals, and procedures of the ICP as one of the five most needed training issues. Therefore, mentors and ICTs should also be given the training or information listed above. Additional training needs were identified by Question 10 on the surveys. The answers of participants are ranked in order of importance and presented in Chapter 4. That list can guide future staff development which should be on-going. The demographic information provided in the beginning of Chapter 4 can help tailor sessions to the individual needs of the different participant groups.

Further recommendations are non-training issues and are summarized below:

1. Recruit more mentors in needed areas to increase the likelihood that the ICT can have a mentor with a common content assignment
2. Enforce the current guidelines and procedures for the selection and assignment of mentors
3. Increase faculty input in the selection procedure
4. Increase input from mentors and ICTs about their assignment
5. Implement ways for mentors to spend more time with their proteges
6. Use reassignment to correct poor matches between mentor and protege

Overall Effectiveness of the Program

The overwhelming majority of written comments on the surveys were positive even if they called for reforms in the program. Some comments were eloquent testimonials to the benefits of the program for all parties concerned. In short, participants see the program as very valuable even though it needs some fine tuning. This positive view of the program is common in other studies of mentoring programs across the country.

The two stated goals for the North Carolina ICP are to increase retention of new teachers in the profession and to improve teacher effectiveness. Program participants in Caldwell County believe the ICP has a positive effect on retention, but there are no available personnel records to

verify this opinion. They also believe that mentoring improves the teaching of both mentors and ICTs. The documentation of this opinion would of course become entangled in the usual disputes about how to objectively measure good teaching. Whether or not the ICP is meeting the two general goals is hard to estimate, but program participants believe that it is.

Suggestions for Further Study

The scope of this study was narrowed to include only issues related to the selection and assignment of mentors and perceptions about the quality of assistance delivered by the mentoring team. The program includes many other important facets and is really too broad for any single study. Evaluation of any program should be on-going. Several suggestions for further study are outlined below.

Perhaps the most important guideline for future evaluation is that it consistently refocus on the general system and state goals. It is easy to get preoccupied with implementation and lose sight of the reason for having the program in the first place. This concern is expressed by Huling-Austin (1986b) who states that one of the dangers of combining the mentoring process with the certification process in an induction program is that program administrators become so busy with extensive regulations and documentation that mentoring takes second place. The

certification has to be documented, but the mentoring does not.

One of the major recommendations of this study was to inform participants about the program regulations and procedures. Huling-Austin agrees that inadequately prepared participants damages program success. However, she cautions against thinking that fulfilling certification requirements is all there is to mentoring.

Another danger is what Huling-Austin (1990) calls the "I think we do that already" syndrome. Informal mentoring has been occurring in teaching for a long time, and the precepts may seem simple and obvious on the surface. She contends that many mentors and administrators see mentoring as "business as usual" and that, in fact, the initiation of new teachers into the profession has changed little over the past decade. Phillips-Jones (1989) identifies the attitude that mentoring is simple and obvious and that planned programs "make mountains out of molehills" as one of the primary causes of underplanning and undertraining which almost certainly leads to program failure.

In summary, future attention and evaluation should concentrate on both areas. Participants cannot effectively implement the program unless they have a clear understanding of and follow the regulations and procedures designed to accomplish goals. Additionally, participants must be educated about the fact that planned mentoring entails much

more than fulfilling certification mandates and that the mentoring role, if fully actualized, goes far beyond the informal mentoring that has been taking place.

Several specific questions might guide future exploration. What is the effect of combining the support and evaluation functions in the mentoring role? What do the assisted teachers have to say about their mentors being included in the evaluation process? Some experts in the mentoring field oppose this inclusion. What do program participants think?

How can the effectiveness of mentoring be examined? Should mentors be evaluated? How and by whom? What is the impact of specific intervention strategies in helping new teachers? Does mentoring really improve the teaching of mentors? How does mentoring impact the attitude and morale of mentors? Does it relate to teacher empowerment? Should mentors be compensated, and if so, how? What is the retention rate for mentors?

What is the real impact of the program on new teachers? Is the teaching of assisted novices superior to that of unassisted inductees? What is the real retention rate for new teachers, and has the ICP really increased it?

Implementing a planned mentoring program is very complicated and time consuming. Nevertheless, it is usually only one of several job assignments of the county and school coordinators. Program administrators should realize,

however, that this program has the potential to be one of the most effective vehicles for the development of a powerful teaching force. This potential certainly justifies special consideration in the countless activities that demand the attention of educators.

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APPENDIX A

Data Collection Crosswalk

THE DATA COLLECTION CROSSWALK

Evaluation Questions	Data Sources				
	System Records	County Administrators Interview	Principals Survey	Mentors Survey	ICTs Survey
I. Demographic Information					
1. What is your current job status?			X	X	X
2. What is your current assignment?			X	X	X
II. Selection of Mentors					
3. Who is best capable of selecting mentors?		X	X	X	X
4. What qualifications should be considered in the selection of mentors?		X	X	X	X
5. What is the level of satisfaction with the procedure for the selection of mentors?		X	X	X	X
6. What changes would improve the selection procedure for mentors?		X	X	X	X
III. Mentoring Skills, Abilities, and Knowledge					
7. In what areas do ICTs need help?			X	X	X
8. What skills and abilities contribute to successful mentoring?		X	X	X	X
9. What personality traits contribute to successful mentoring?		X	X	X	X
10. What training about mentoring and the ICP is needed?			X	X	X
IV. Assignment of Mentors					
11. What criteria are considered important in the assignment of mentors to ICTs?		X	X	X	X
12. How good is the "match" between mentors and ICTs?		X	X	X	X
13. When are mentors assigned?	X	X	X	X	X
14. What is the level of satisfaction with the procedure for the assignment of mentors to ICTs?		X	X	X	X

THE DATA COLLECTION CROSSWALK

Evaluation Questions	Data Sources				
	System Records	County Administrators Interview	Principals Survey	Mentors Survey	ICTs Survey
15. What changes would improve the assignment procedure?		X	X	X	X
V. Inclusion of Mentors in the Evaluation Process					
16. To what degree should mentors be included in the evaluation process?		X	X	X	X
VI. Effectiveness of Mentoring					
17. Has mentoring increased the effectiveness of mentors as teachers?			X	X	X
18. Has mentoring increased the effectiveness of ICTs as teachers?			X	X	X
19. Did mentoring increase the likelihood that the ICT will remain in the profession?	X		X	X	X
VII. Current Implementation					
20. Is the selection process fair, attainable, clear, and well publicized?		X	X	X	
21. Who currently selects mentors in each school?			X		
22. Are mentors given a choice about participating or is mentoring assigned as a duty?				X	
23. How many years of experience did each mentor have upon selection as a mentor?		X		X	
24. How long has each mentor served?				X	
25. What training about mentoring and the ICP has been provided?		X			
26. Who currently assigns mentors?		X	X		
27. How many ICTs do mentors serve at once?		X		X	
28. Is the pool of mentors large enough to meet the needs of the school?			X		

THE DATA COLLECTION CROSSWALK

Evaluation Questions	Data Sources				
	System Records	County Administrators Interview	Principals Survey	Mentors Survey	ICTs Survey
29. What is done to correct ineffective matches?		X	X		
30. Do mentors currently conduct observations, conferences, and evaluations with administrators?			X	X	
31. How does each ICT rate the helpfulness of his own mentor?					X
32. How does each ICT rate the helpfulness of the administrator on his mentoring team?					X

APPENDIX B

Mentor Questionnaire

Caldwell County Schools
P. O. Drawer 1590
Lenoir, North Carolina 28645

KENNETH A. ROBERTS
SUPERINTENDENT

1914 Hickory Blvd., SW
(704) 728-8407

May 13, 1992

Dear Mentor:

I am in the final stages of my doctoral work and am working on my dissertation. I have chosen to study mentoring and the Initial Certification Program. I want my research to be something very practical and useful to us in Caldwell County, so I have been working with Kenneth Roberts and Brooks Barber to develop a study that will provide valuable information to us about our ICP. We are in our eighth year of implementation, and it is time for us to take stock of where we are with the program. Exactly how is the program being implemented in the twenty-two schools in our county? How effective is it? What can we do to improve its effectiveness?

Questionnaires are being sent to all principals, mentors, and initially certified personnel in the county. You are the ones who really know how the program is working. Your input is very important and will be used to make decisions about the ICP and mentoring in our county for the next several years. The data and conclusions yielded by my research will be reported to Mr. Roberts and Mr. Barber and will be available to any of the county's schools upon request. Data will not be examined or reported for individual respondents or schools. Instead, results will be analyzed and reported collectively for the three respondent groups and three grade levels.

The questionnaire takes ten to fifteen minutes to complete, and I appreciate your time and expertise. Note that the questionnaire is numbered which allows me to be sure all the surveys are returned. It is important that I get feedback from everyone. Please answer the questions, and seal them in the enclosed white envelope. This procedure will help protect the privacy of your responses. Return your sealed survey to your principal by May 20.

Thank you again for sharing your professional knowledge. If you have any questions, call me at West Caldwell High School (758-5583).

Sincerely,

Kenneth Roberts
Superintendent

Brooks Barber
Assistant Superintendent

Myra Bowman
Assitant Principal
West Caldwell High School

MENTOR QUESTIONNAIRE

DIRECTIONS: Please answer the following questions based on your own experience with and knowledge of the Initial Certification Program in your school.

Demographic Information

1. Check the one answer which best describes your job:

   _____ A. Career status teacher
   _____ B. Administrator
   _____ C. Support personnel (please specify) _____

2. Check the one answer which best describes your current assignment:

   _____ A. Elementary school
   _____ B. Middle school
   _____ C. High school
   _____ D. Other (please specify) _____

Selection of Teachers to Become Mentors

3. Pick the five answers below which identify who you think has the best information about whether a teacher has the qualifications and potential to become a good mentor. Rank your answers with #1 being the person(s) you think has the best information. Please be sure to pick and rank five answers.

   _____ A. Principal
   _____ B. Department/grade level chairperson
   _____ C. Peers
   _____ D. Principal with the recommendation of department/grade level chairperson
   _____ E. Principal with the recommendation of peers
   _____ F. Department/grade level chairperson with the recommendation of principal
   _____ G. Department/grade level chairperson with the recommendation of peers
   _____ H. The prospective mentors themselves

4. Pick the five of the following qualifications which you consider most important in selecting mentors in order to assure that people who will be most helpful to new teachers are chosen. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Number of years of experience
_____ B. Area of certification
_____ C. Effectiveness of teaching performance
_____ D. Interest in mentoring/helping new teachers
_____ E. Interest in professional development/attitude about being an active and open learner
_____ F. Interest in one's own professional advancement
_____ G. Willingness to devote time and effort to mentoring
_____ H. Competence in social and public relations skills
_____ I. Reflectiveness about teaching

5. Check the one block on the scale below which indicates your satisfaction level with the selection procedure for mentors. Please mark only one block.

Very Satisfied | | | | | | | Very Dissatisfied

6. What changes would improve the selection procedure for mentors?

_____

_____

_____

Mentoring Skills, Abilities, and Knowledge

7. Pick the five areas below with which you believe beginning teachers need help most. Rank you answers with #1 being the greatest need. Please be sure to pick and rank five answers.

_____ A. Content mastery
_____ B. Mastery of a variety of instructional delivery techniques
_____ C. How to organize/structure individual lessons
_____ D. How to locate and obtain resources and supplies for teaching
_____ E. How to deal with individual needs and problems of students
_____ F. How to organize instruction (what content to teach and when)
_____ G. Discipline of students
_____ H. How to evaluate student work
_____ I. How to deal with parents
_____ J. How to organize duties (time-management)
_____ K. How to perform non-instructional duties (what is expected and how to do it)
_____ L. Motivation of students
_____ M. Establishing good working relations with colleagues
_____ N. Awareness of school rules and policies
_____ O. How to level instruction for individuals and groups of students

8. Pick the five of the following skills or abilities that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Ability to communicate clearly
_____ B. Ability to build strong working relationships with co-workers
_____ C. Ability to work effectively with persons outside the school (parents, educational personnel in other schools and the central office, community members)
_____ D. Ability to work effectively with students
_____ E. Peer coaching skills
_____ F. Ability to motivate others
_____ G. Ability to teach adults
_____ H. Sensitivity to the viewpoint/autonomy of others
_____ I. Flexibility in meeting the needs of different people
_____ J. Problem-solving skills
_____ K. Nurturing/counseling skills

9. Pick the five of the following personality traits that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Enthusiasm
_____ B. Sense of humor
_____ C. Flexibility
_____ D. Sense of timing (when to intervene and when not to, etc.)
_____ E. Approachability
_____ F. Self-confidence
_____ G. Willingness to take risks
_____ H. Willingness to take the initiative
_____ I. Willingness to accept challenge
_____ J. Concern for others
_____ K. Willingness to share
_____ L. Idealism
_____ M. Creativity
_____ N. Trustworthiness

10. Pick the five of the following in which additional information or training would be most helpful in making you a more effective participant in the program to assist new teachers. Rank your answers with #1 being the information/training you need most. Please be sure to pick and rank five answers.

_____ A. Regulations, procedures, and goals of the NC Initial Certification Program
_____ B. Definition of roles and responsibilities of the mentor
_____ C. Definition of roles and responsibilities of the ICT (Initially Certified Teacher - beginning teacher)
_____ D. Potential benefits of mentoring to mentors and ICTs
_____ E. Theory about adult learning and developmental stages
_____ F. Needs of beginning teachers
_____ G. Observation skills
_____ H. Giving valuable feedback about the effectiveness and quality of performance
_____ I. Motivation/encouragement techniques
_____ J. Definition of the relationship between mentors and new teachers
_____ K. Coaching skills
_____ L. Conferencing skills
_____ M. Counseling skills
_____ N. Other (please specify) _____

Assignment of Mentors to ICTs

11. Pick the five criteria which you consider to be most important for a good "match" between mentors and ICTs. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Proximity (located close to each other)
_____ B. Same content area
_____ C. Compatible philosophy about teaching
_____ D. Age differential (how much older the mentor is than the ICT)
_____ E. Experience differential (how much more experience the mentor has than the ICT)
_____ F. Race/similar cultural background
_____ G. Same gender
_____ H. Same grade level
_____ I. Voluntary matching (whether or not the mentor and the ICT select each other)
_____ J. Common schedules (time to spend together)
_____ K. Compatible personalities

12. Check the one block on the scale below which indicates how often you think there is a good match between mentors and ICTs. Please mark only one block.

Always  Never

13. When are mentors assigned to ICTs at your school? Choose the answer which is most common. Please check one answer.

_____ A. During the summer before teacher workdays begin
_____ B. On the first teacher workday
_____ C. Sometime during the teacher workdays at the beginning of the school year
_____ D. Sometime in the first month of school
_____ E. After the first month of school

14. Check the one block on the scale below which indicates your satisfaction level with the procedure for the assignment of mentors to new teachers. Please mark only one block.

Very Satisfied  Very Dissatisfied

15. What changes would improve the procedure for assigning mentors to ICTs?

_____
_____
_____

Inclusion of Mentors in the Evaluation Process

16. Check one answer in each category below to indicate the degree to which you would like for mentors to be included in the evaluation process. Please be sure to check one answer in each category.

Conferences

_____ A. Mentors and administrators should conduct conferences together

_____ B. Mentors and administrators should conduct conferences separately

Observations

_____ C. Mentors and administrators should conduct observations together

_____ D. Mentors and administrators should conduct observations separately

Summative Evaluation

_____ E. Mentors and administrators should conduct the summative evaluation together

_____ F. Mentors should not be included in the summative evaluation

Effectiveness of Mentoring

17. Check the one block on the scale below which indicates how much you think mentoring improves the effectiveness of mentors as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

18. Check the one block on the scale below which indicates how much you think mentoring improves the effectiveness of ICTs as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

19. Check the one block on the scale below which indicates how much you think mentoring effects the likelihood that ICTs will remain in the teaching profession. Please mark only one block.

Very Little | | | | | | | Very Much

Current Implementation of the Initial Certification Program in Your School

20. Check one block on the scale below to rate the regulations and procedures for selection of mentors in each of the following areas. Please mark one block for each question.

Excellent					Unacceptable	
						Are they fair?
						Are they clear?
						Are they well publicized?
						Are they attainable?

21. Did you have a choice about becoming a mentor or was it assigned to you as a duty?

_____ I had a choice
_____ Becoming a mentor was assigned to me as a duty

22. How many years had you been teaching when you became a mentor?

_____ years

23. How many years have you been a mentor?

_____ years

24. Answer the following questions about the number of ICTs you serve at once:

_____ What is the least number you have served at once?
_____ What is the greatest number you have served at once?
_____ What is the normal number you serve at once?

25. Do you currently conduct conferences, observations, and evaluations with the administrator responsible for the ICTs or separately? Please check all answers that apply.

_____ A. Observations done together
_____ B. Observations done separately
_____ C. Conferences done together
_____ D. Conferences done separately
_____ E. Summative evaluation done together
_____ F. Summative evaluation done by administrator only

Please make any additional comments about or suggestions for improvement of the Initial Certification Program in your school or the overall county program:

_____

_____

_____

_____

Thank you for your time and expertise. Please put your questionnaire in the enclosed white envelope, seal, and return it to your principal by May 20.

APPENDIX C

Initially Certified Personnel Questionnaire

Caldwell County Schools

P. O. Drawer 1590

Lenoir, North Carolina 28645

KENNETH A. ROBERTS
SUPERINTENDENT

1914 Hickory Blvd., SW
(704) 728-2407

May 13, 1992

Dear Initially Certified Teacher:

I am in the final stages of my doctoral work and am working on my dissertation. I have chosen to study mentoring and the Initial Certification Program. I want my research to be something very practical and useful to us in Caldwell County, so I have been working with Kenneth Roberts and Brooks Barber to develop a study that will provide valuable information to us about our ICP. We are in our eighth year of implementation, and it is time for us to take stock of where we are with the program. Exactly how is the program being implemented in the twenty-two schools in our county? How effective is it? What can we do to improve its effectiveness?

Questionnaires are being sent to all principals, mentors, and initially certified personnel in the county. You are the ones who really know how the program is working. Your input is very important and will be used to make decisions about the ICP and mentoring in our county for the next several years. The data and conclusions yielded by my research will be reported to Mr. Roberts and Mr. Barber and will be available to any of the county's schools upon request. Data will not be examined or reported for individual respondents or schools. Instead, results will be analyzed and reported collectively for the three respondent groups and three grade levels.

The questionnaire takes ten to fifteen minutes to complete, and I appreciate your time and expertise. Note that the questionnaire is numbered which allows me to be sure all the surveys are returned. It is important that I get feedback from everyone. Please answer the questions, and seal them in the enclosed white envelope. This procedure will help protect the privacy of your responses. Return your sealed survey to your principal by May 20.

Thank you again for sharing your professional knowledge. If you have any questions, call me at West Caldwell High School (758-5583).

Sincerely,

Kenneth Roberts
Superintendent

Brooks Barber
Assistant Superintendent

Myra Bowman
Assitant Principal
West Caldwell High School

INITIALLY CERTIFIED PERSONNEL QUESTIONNAIRE

DIRECTIONS: Please answer the following questions based on your own experience with and knowledge of the Initial Certification Program in your school.

Demographic Information

1. Check the one answer which best describes you:

   _____ A. Initially certified teacher in my first year of teaching
   _____ B. Initially certified teacher in my second year of teaching
   _____ C. Initially certified teacher with more than two years of teaching experience
   _____ D. Initially certified support personnel with previous certification in another area

2. Check the one answer which best describes your current assignment:

   _____ A. Elementary school
   _____ B. Middle school
   _____ C. High school
   _____ D. Other (please specify) _____

Selection of Teachers to Become Mentors

3. Pick the five answers below which identify who you think has the best information about whether a teacher has the qualifications and potential to become a good mentor. Rank your answers with #1 being the person(s) you think has the best information. Please be sure to pick and rank five answers.

   _____ A. Principal
   _____ B. Department/grade level chairperson
   _____ C. Peers
   _____ D. Principal with the recommendation of department/grade level chairperson
   _____ E. Principal with the recommendation of peers
   _____ F. Department/grade level chairperson with the recommendation of principal
   _____ G. Department/grade level chairperson with the recommendation of peers
   _____ H. The prospective mentors themselves

4. Pick the five of the following qualifications which you consider most important in selecting mentors in order to assure that people who will be most helpful to new teachers are chosen. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Number of years of experience
_____ B. Area of certification
_____ C. Effectiveness of teaching performance
_____ D. Interest in mentoring/helping new teachers
_____ E. Interest in professional development/attitude about being an active and open learner
_____ F. Interest in one's own professional advancement
_____ G. Willingness to devote time and effort to mentoring
_____ H. Competence in social and public relations skills
_____ I. Reflectiveness about teaching

5. Check the one block on the scale below which indicates your satisfaction level with the selection procedure for mentors. Please mark only one block.

Very Satisfied							Very Dissatisfied

6. What changes would improve the selection procedure for mentors?

_____

_____

_____

Mentoring Skills, Abilities, and Knowledge

7. Pick the five areas below with which you believe beginning teachers need help most. Rank you answers with #1 being the greatest need. Please be sure to pick and rank five answers.

_____ A. Content mastery
_____ B. Mastery of a variety of instructional delivery techniques
_____ C. How to organize/structure individual lessons
_____ D. How to locate and obtain resources and supplies for teaching
_____ E. How to deal with individual needs and problems of students
_____ F. How to organize instruction (what content to teach and when)
_____ G. Discipline of students
_____ H. How to evaluate student work
_____ I. How to deal with parents
_____ J. How to organize duties (time-management)
_____ K. How to perform non-instructional duties (what is expected and how to do it)
_____ L. Motivation of students
_____ M. Establishing good working relations with colleagues
_____ N. Awareness of school rules and policies
_____ O. How to level instruction for individuals and groups of students

8. Pick the five of the following skills or abilities that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Ability to communicate clearly
_____ B. Ability to build strong working relationships with co-workers
_____ C. Ability to work effectively with persons outside the school (parents, educational personnel in other schools and the central office, community members)
_____ D. Ability to work effectively with students
_____ E. Peer coaching skills
_____ F. Ability to motivate others
_____ G. Ability to teach adults
_____ H. Sensitivity to the viewpoint/autonomy of others
_____ I. Flexibility in meeting the needs of different people
_____ J. Problem-solving skills
_____ K. Nurturing/counseling skills

9. Pick the five of the following personality traits that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Enthusiasm
_____ B. Sense of humor
_____ C. Flexibility
_____ D. Sense of timing (when to intervene and when not to, etc.)
_____ E. Approachability
_____ F. Self-confidence
_____ G. Willingness to take risks
_____ H. Willingness to take the initiative
_____ I. Willingness to accept challenge
_____ J. Concern for others
_____ K. Willingness to share
_____ L. Idealism
_____ M. Creativity
_____ N. Trustworthiness

10. Pick the five of the following in which additional information or training would be most helpful in making you a more effective participant in the program to assist new teachers. Rank your answers with #1 being the information/training you need most. Please be sure to pick and rank five answers.

_____ A. Regulations, procedures, and goals of the NC Initial Certification Program
_____ B. Definition of roles and responsibilities of the mentor
_____ C. Definition of roles and responsibilities of the ICT (Initially Certified Teacher - beginning teacher)
_____ D. Potential benefits of mentoring to mentors and ICTs
_____ E. Theory about adult learning and developmental stages
_____ F. Needs of beginning teachers
_____ G. Observation skills
_____ H. Giving valuable feedback about the effectiveness and quality of performance
_____ I. Motivation/encouragement techniques
_____ J. Definition of the relationship between mentors and new teachers
_____ K. Coaching skills
_____ L. Conferencing skills
_____ M. Counseling skills
_____ N. Other (please specify) _____

Assignment of Mentors to ICTs

11. Pick the five criteria which you consider to be most important for a good "match" between mentors and ICTs. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Proximity (located close to each other)
_____ B. Same content area
_____ C. Compatible philosophy about teaching
_____ D. Age differential (how much older the mentor is than the ICT)
_____ E. Experience differential (how much more experience the mentor has than the ICT)
_____ F. Race/similar cultural background
_____ G. Same gender
_____ H. Same grade level
_____ I. Voluntary matching (whether or not the mentor and the ICT select each other)
_____ J. Common schedules (time to spend together)
_____ K. Compatible personalities

12. Check the one block on the scale below which indicates how often you think there is a good match between mentors and ICTs. Please mark only one block.

Always | | | | | | | Never

13. When are mentors assigned to ICTs at your school? Choose the answer which is most common. Please check one answer.

_____ A. During the summer before teacher workdays begin
_____ B. On the first teacher workday
_____ C. Sometime during the teacher workdays at the beginning of the school year
_____ D. Sometime in the first month of school
_____ E. After the first month of school

14. Check the one block on the scale below which indicates your satisfaction level with the procedure for the assignment of mentors to new teachers. Please mark only one block.

Very Satisfied | | | | | | | Very Dissatisfied

15. What changes would improve the procedure for assigning mentors to ICTs?

_____

_____

_____

Inclusion of Mentors in the Evaluation Process

16. Check one answer in each category below to indicate the degree to which you would like for mentors to be included in the evaluation process. Please be sure to check one answer in each category.

Conferences

_____ A. Mentors and administrators should conduct conferences together

_____ B. Mentors and administrators should conduct conferences separately

Observations

_____ C. Mentors and administrators should conduct observations together

_____ D. Mentors and administrators should conduct observations separately

Summative Evaluation

_____ E. Mentors and administrators should conduct the summative evaluation together

_____ F. Mentors should not be included in the summative evaluation

Effectiveness of Mentoring

17. Check the one block on the scale below which indicates how much you think mentoring improves the effectiveness of mentors as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

18. Check the one block on the scale below which indicates how much you think mentoring improves the effectiveness of ICTs as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

19. Check the one block on the scale below which indicates how much you think mentoring effects the likelihood that ICTs will remain in the teaching profession. Please mark only one block.

Very Little | | | | | | | Very Much

20. Check the <u>one</u> block on the scale below which indicates how effective your own mentor(s) was in providing you with the assistance you needed as a beginning teacher. Please mark only <u>one</u> block.

Very Ineffective							Very Effective

21. Check the <u>one</u> block on the scale below which indicates how effective your administrator was in providing you with the assistance you needed as a beginning teacher. Please mark only <u>one</u> block.

Very Ineffective							Very Effective

Please make any additional comments about or suggestions for improvement of the Initial Certification Program in your school or the overall county program:

_____

_____

_____

_____

Thank you for your time and expertise. Please put your questionnaire in the enclosed white envelope, seal, and return it to your principal by May 20.

APPENDIX D

Principal Questionnaire

Caldwell County Schools
P. O. Drawer 1590
Lenoir, North Carolina 28645

KENNETH A. ROBERTS
SUPERINTENDENT

1914 Hickory Blvd., SW
(704) 728-8407

May 13, 1992

Dear :

I am in the final stages of my doctoral work and am working on my dissertation. I have chosen to study mentoring and the Initial Certification Program. I want my research to be something very practical and useful to us in Caldwell County, so I have been working with Kenneth Roberts and Brooks Barber to develop a study that will provice valuable information to us about our ICP. We are in our eighth year of implementation, and it is time for us to take stock of where we are with the program. Exactly how is the program being implemented in the twenty-two schools in our county? How effective is it? What can we do to improve its effectiveness?

Questionnaires are being sent to all principals, mentors, and initially certified personnel in the county. You are the ones who really know how the program is working. Your input is very important and will be used to make decisions about the ICP and mentoring in our county for the next several years. The data and conclusions yielded by my research will be reported to Mr. Roberts and Mr. Barber and will be available to any of the county's schools upon request. Data will not be examined or reported for individual respondents or schools. Instead, results will be analyzed and reported collectively for the three respondent groups and three grade levels.

Included in your packet are all the surveys for your school. Please distribute the envelopes to the appropriate people. Each mentor and ICT was instructed to complete the survey, seal it in an enclosed white envelope, and return it to you by May 20. The questionnaires and return envelopes are numbered, and I have included a list of all respondents and their corresponding numbers. This procedure for return will help protect the privacy of respondents but allow you to be sure you have everyone's. It is important that I get feedback from everyone.

Your packet also includes a survey for the person with the primary responsibility for mentors and the ICP in your school. If this is you, please complete the survey yourself. If you have designated this duty to someone else, please have the designee to answer the questionnaire. The survey takes ten to fifteen minutes to complete, and I appreciate your time and expertise. Please answer the survey, and put it in the enclosed white envelope. Collect all questionnaires from your school, and put them and your list of respondents in the prepared manilla envelope. Send the packet by courier to me at West Caldwell High School by May 22. If you have any questions, call me at West Caldwell (758-5583).

Kenneth Roberts

Brooks Barber

Thanks again,

Myra Bowman
Assitant Principal
West Caldwell High School

PRINCIPAL QUESTIONNAIRE

** To be completed by the administrator who has the primary responsibility for the selection and assignment of mentors and the observation and evaluation of initially certified teachers.

DIRECTIONS: Please answer the following questions based on your own experience with and knowledge of the Initial Certification Program in your school.

Demographic Information

1. Check the one answer which best describes your job:

   _____ A. Principal
   _____ B. Assistant Principal
   _____ C. Principal's designee (please specify) _____

2. Check the one answer which best describes your current assignment:

   _____ A. Elementary school
   _____ B. Middle school
   _____ C. High school
   _____ D. Other (please specify) _____

Selection of Teachers to Become Mentors

3. Pick the five answers below which identify who you think has the best information about whether a teacher has the qualifications and potential to become a good mentor. Rank your answers with #1 being the person(s) you think has the best information. Please be sure to pick and rank five answers.

   _____ A. Principal
   _____ B. Department/grade level chairperson
   _____ C. Peers
   _____ D. Principal with the recommendation of department/grade level chairperson
   _____ E. Principal with the recommendation of peers
   _____ F. Department/grade level chairperson with the recommendation of principal
   _____ G. Department/grade level chairperson with the recommendation of peers
   _____ H. The prospective mentors themselves

4. Pick the five of the following qualifications which you consider most important in selecting mentors in order to assure that people who will be most helpful to new teachers are chosen. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Number of years of experience
_____ B. Area of certification
_____ C. Effectiveness of teaching performance
_____ D. Interest in mentoring/helping new teachers
_____ E. Interest in professional development/attitude about being an active and open learner
_____ F. Interest in one's own professional advancement
_____ G. Willingness to devote time and effort to mentoring
_____ H. Competence in social and public relations skills
_____ I. Reflectiveness about teaching

5. Check the one block on the scale below which indicates your satisfaction level with the selection procedure for mentors. Please mark only one block.

Very Satisfied							Very Dissatisfied

6. What changes would improve the selection procedure for mentors?

_____

_____

_____

Mentoring Skills, Abilities, and Knowledge

7. Pick the five areas below with which you believe beginning teachers need help most. Rank you answers with #1 being the greatest need. Please be sure to pick and rank five answers.

_____ A. Content mastery
_____ B. Mastery of a variety of instructional delivery techniques
_____ C. How to organize/structure individual lessons
_____ D. How to locate and obtain resources and supplies for teaching
_____ E. How to deal with individual needs and problems of students
_____ F. How to organize instruction (what content to teach and when)
_____ G. Discipline of students
_____ H. How to evaluate student work
_____ I. How to deal with parents
_____ J. How to organize duties (time-management)
_____ K. How to perform non-instructional duties (what is expected and how to do it)
_____ L. Motivation of students
_____ M. Establishing good working relations with colleagues
_____ N. Awareness of school rules and policies
_____ O. How to level instruction for individuals and groups of students

8. Pick the five of the following skills or abilities that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Ability to communicate clearly
_____ B. Ability to build strong working relationships with co-workers
_____ C. Ability to work effectively with persons outside the school (parents, educational personnel in other schools and the central office, community members)
_____ D. Ability to work effectively with students
_____ E. Peer coaching skills
_____ F. Ability to motivate others
_____ G. Ability to teach adults
_____ H. Sensitivity to the viewpoint/autonomy of others
_____ I. Flexibility in meeting the needs of different people
_____ J. Problem-solving skills
_____ K. Nurturing/counseling skills

9. Pick the five of the following personality traits that you consider most important for a mentor to have in order to be helpful to new teachers. Rank your answers with #1 being most important. Please be sure to pick and rank five answers.

_____ A. Enthusiasm
_____ B. Sense of humor
_____ C. Flexibility
_____ D. Sense of timing (when to intervene and when not to, etc.)
_____ E. Approachability
_____ F. Self-confidence
_____ G. Willingness to take risks
_____ H. Willingness to take the initiative
_____ I. Willingness to accept challenge
_____ J. Concern for others
_____ K. Willingness to share
_____ L. Idealism
_____ M. Creativity
_____ N. Trustworthiness

10. Pick the five of the following in which additional information or training would be most helpful in making you a more effective participant in the program to assist new teachers. Rank your answers with #1 being the information/training you need most. Please be sure to pick and rank five answers.

_____ A. Regulations, procedures, and goals of the NC Initial Certification Program
_____ B. Definition of roles and responsibilities of the mentor
_____ C. Definition of roles and responsibilities of the ICT (Initially Certified Teacher - beginning teacher)
_____ D. Potential benefits of mentoring to mentors and ICTs
_____ E. Theory about adult learning and developmental stages
_____ F. Needs of beginning teachers
_____ G. Observation skills
_____ H. Giving valuable feedback about the effectiveness and quality of performance
_____ I. Motivation/encouragement techniques
_____ J. Definition of the relationship between mentors and new teachers
_____ K. Coaching skills
_____ L. Conferencing skills
_____ M. Counseling skills
_____ N. Other (please specify) _____

Assignment of Mentors to ICTs

11. Pick the five criteria which you consider to be most important for a good "match" between mentors and ICTs. Rank your answers with #1 being the most important. Please be sure to pick and rank five answers.

_____ A. Proximity (located close to each other)
_____ B. Same content area
_____ C. Compatible philosophy about teaching
_____ D. Age differential (how much older the mentor is than the ICT)
_____ E. Experience differential (how much more experience the mentor has than the ICT)
_____ F. Race/similar cultural background
_____ G. Same gender
_____ H. Same grade level
_____ I. Voluntary matching (whether or not the mentor and the ICT select each other)
_____ J. Common schedules (time to spend together)
_____ K. Compatible personalities

12. Check the one block on the scale below which indicates how often you think there is a good match between mentors and ICTs. Please mark only one block.

Always | | | | | | | Never

13. When are mentors assigned to ICTs at your school? Choose the answer which is most common. Please check one answer.

_____ A. During the summer before teacher workdays begin
_____ B. On the first teacher workday
_____ C. Sometime during the teacher workdays at the beginning of the school year
_____ D. Sometime in the first month of school
_____ E. After the first month of school

14. Check the one block on the scale below which indicates your satisfaction level with the procedure for the assignment of mentors to new teachers. Please mark only one block.

Very Satisfied | | | | | | | Very Dissatisfied

15. What changes would improve the procedure for assigning mentors to ICTs?

_____

_____

_____

Inclusion of Mentors in the Evaluation Process

16. Check one answer in each category below to indicate the degree to which you would like for mentors to be included in the evaluation process. Please be sure to check one answer in each category.

Conferences

_____ A. Mentors and administrators should conduct conferences together

_____ B. Mentors and administrators should conduct conferences separately

Observations

_____ C. Mentors and administrators should conduct observations together

_____ D. Mentors and administrators should conduct observations separately

Summative Evaluation

_____ E. Mentors and administrators should conduct the summative evaluation together

_____ F. Mentors should not be included in the summative evaluation

Effectiveness of Mentoring

17. Check the one block on the scale below which indicates how much you think *mentoring improves the effectiveness of mentors* as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

18. Check the one block on the scale below which indicates how much you think mentoring improves the effectiveness of ICTs as teachers. Please mark only one block.

Very Little | | | | | | | Very Much

19. Check the one block on the scale below which indicates how much you think mentoring effects the likelihood that ICTs will remain in the teaching profession. Please mark only one block.

Very Little | | | | | | | Very Much

Current Implementation of the Initial Certification Program in Your School

20. Check one block on the scale below to rate the regulations and procedures for selection of mentors in each of the following areas. Please mark one block for each question.

Excellent					Unacceptable	
						Are they fair?
						Are they clear?
						Are they well publicized?
						Are they attainable?

21. Pick all of the following answers which identify who currently selects mentors at your school. Rank your answers to indicate the frequency of use of each technique with #1 being the most used technique.

_____ A. Principal
_____ B. Department/grade level chairperson
_____ C. Peers
_____ D. Principal with the recommendation of department/grade level chairperson
_____ E. Principal with the recommendation of peers
_____ F. Department/grade level chairperson with the recommendation of the principal
_____ G. Department/grade level chairperson with the recommendation of peers
_____ H. Self-selection (mentors volunteer)

22. Pick all of the following answers which identify who currently assigns mentors to ICTs at your school. Rank your answers to indicate the frequency of use of each technique with #1 being the most used technique.

_____ A. Principal
_____ B. Assistant Principal
_____ C. Department/grade level chairperson
_____ D. Mentors select ICTs
_____ E. ICTs select mentors
_____ F. Other (please specify) _____

23. Check which of the following have been done in your school to deal with ineffective matches between mentors and ICTs. Multiple answers are possible.

_____ A. Reassignment upon request of the mentor
_____ B. Reassignment upon request of the ICT
_____ C. The mentor and ICT work together as best they can

24. Is the pool of mentors at your school large enough so that each mentor can serve only one ICT at a time?

_____ We usually have enough mentors to meet this qualification
_____ We usually need more mentors to meet this qualification

25. Do you <u>currently</u> conduct conferences, observations, and evaluations with the mentor or separately? Check <u>all</u> answers that apply.

_____ A. Observations done together
_____ B. Observations done separately
_____ C. Conferences done together
_____ D. Conferences done separately
_____ E. Summative evaluation done together
_____ F. Summative evaluation done by administrator only

Please make any additional comments about or suggestions for improvement of the Initial Certification Program in your school or the overall county program:

_____
_____
_____
_____

Thank you for your time and expertise. Please put your questionnaire in the enclosed white envelope and seal it. Collect all questionnaires (they will also be in sealed white envelopes), place them in the prepared manila envelope, and return them to Myra Bowman at West Caldwell High School by May 22.

APPENDIX E

Superintendent Interview Protocol

SUPERINTENDENT INTERVIEW PROTOCOL

1. According to the Caldwell County ICP plan, who is supposed to select mentors?

2. According to the plan, what qualifications are supposed to be considered in the selection of mentors?

3. Are there regulations or suggestions about how many years of teaching experience a prospective mentor must have?

4. Are the regulations and procedures for the selection of mentors perceived to be fair?

   Clear?

   Well publicized?

   Attainable?

5. What is the overall satisfaction rate with the selection procedure? Can you identify who is satisfied or dissatisfied and why?

6. What changes have been suggested to improve the selection procedure for mentors? Who has made the suggestions and why?

7. What skills and abilities should mentors have? Are these outlined in the plan? Have these skills and abilities been addressed in the training provided to date?

8. What personality traits are essential to good mentoring? Are these outlined in the plan?

9. According to the plan, who should assign mentors to ICTs?

10. What criteria are supposed to be considered in the assignment of mentors to ICTs?

11. Have you ever received complaints about a poor match between a mentor and an ICT?

    Are there provisions in the plan for reassignment of mentors in cases of mismatches?

12. According to the plan, when should mentors be assigned to ICTs?

13. What is the overall satisfaction rate with the procedure for assignment of mentors to ICTs? Can you identify who is satisfied or dissatisfied and why?

14. What changes have been suggested for the improvement of the procedure for assigning mentors to ICTs? By whom?

15. Are there regulations or suggestions about the extent to which mentors should be included in the evaluation process?

Have you had any feedback about the inclusion of mentors in the evaluation process? From whom?

16. Is there evidence that mentoring increases the likelihood that ICTs will remain in the profession?

17. Are there regulations or suggestions about how many ICTs a mentor can serve at once?

18. What training has been provided to mentors?

ICTs?

Principals?

Can you say how many people have completed the training?

APPENDIX F

Written Comments from the Surveys

COMMENTS FROM MENTOR SURVEYS

** No corrections made. Errors such as misspellings are in the originals. The case number follows each comment.

Question 6

1. More teachers who have had mentoring training should be allowed to mentor. Some have never had the opportunity while others have had several ICP. - 30

2. Having mentees in the same building or same grade level or maybe even with same planning time(s). - 41

3. Open it to more people - 51

4. In my case, meet w/all ICP candidates and mentors, and collectively decide who will be assigned to each ICP, rather than an assignment strictly by chance. - 55

5. I feel one has to want to help others in order for this to be successful. Their knowledge of subject matter and interest in children are very important. - 57

6. More thought and input into matching mentor and mentee - 60

7. Certification and confer with perspective mentor - 64

8. Mentors are selected who do not have the time to do the job well. Allow more planning for mentors. Unless there is a problem keep the same mentor throughout the ICP period. - 64A

9. Have mentor's class close enough to teacher so they will have many opportunities for communication - 64B

10. Would like to see a "mentor pool" developed for the county with rotating members every 2 years from each school - also would meet together for discussion - provide a support group & consistency throughout county. - 64E

11. I don't feel that mentors should be self-selected. - 64F

12. The mentors need to have input about who their ICP will be. Sometimes, completely different schedules and the distance between classrooms is a problem. - 64G

13. I can't think of any. - 64H

14. Consider qualifications in part 4 - 71

15. More effort to match mentors to appropriate mentees - 73

16. More dept. chairperson input - 81

17. I can't think of any at this time - 86

18. I've been very happy with my mentees, but I know there have been some communication problems with some as well as not having enough time set aside to really communicate effectively with your mentee - 88

19. I think using the qualifications listed in #4 would be an excellent guideline. - 89

20. Principal should choose mentors - 95

21. No one person should have the only say, that translates into a selection process that favors the "favorites" or "good buddies" - 97

22. We were not told how they are selected. We were three years even being told the program existed. - 99

23. The process should include more than just principal approval. - 105

24. not sure - 113

25. I have mentored speech, french, drama, and visual arts teachers. The mentees other than speech felt uncomfortable and wanted to learn from professionals in their fields. - 114

26. Not sure what the procedure is - 119

27. The mentors should get renewal credit. Many teachers will not do mentoring now, because they only see it as an extra duty. - 126

28. Some input from department chairperson - 130

29. Have mentors in the same area/department as IC - 132

30. I know of no major problems in the process - 139

31. Selection is satisfactory - 140

32. Making willingness to serve effectively and be more willing to give of one's time a priority item - not giving an effective mentor, even though they've had the program, a mentee - 141

33. I haven't been aware that there has been a procedure. Seemed whoever wanted to has signed on and been given the job. - 144

34. Following suggestions on front page. Having enough mentors to have people in all subject areas. - 145

35. Ask other teachers which teachers set a good professional example as a teacher. - 149

36. Their knowledge of the particular grade-level (same content level) - 152

37. More imput from classroom teachers letting the selection of who will mentor come from the faculty not hand picked by principal - 153

Question 15

1. Same as #6 - 30

2. To know before school year starts because first days are so busy. - 34

3. Mentors need to be in a similar field. One year I served as mentor to a guidance counselor. They were evaluated on a different form. I had had no training on this particular form. - 34A

4. 13-A is the process that I feel would be most beneficial - 37

5. Earlier appointing - 39

6. 1. Common schedule time 2. proximity - 41

7. Give each mentor only one mentee - 47

8. For process to be done earlier. - 48

9. Allow for requests - 51

10. Same as #6, p. 2. - 55

11. Mentors and mentees should be at the same school. It would be much more effective if this could be arranged. - 57

12. More thought and mentor input on matching - 60

13. Mentors must be able to offer suggestions for change. Many are too weak to do so and should never be a certified mentor. - 64A

14. Same subject area, proximity - 64B

15. Making sure there is common planning time - 64C

16. Mentors and ICTs should be paired as soon as possible in order to take advantage of available time - 64F

17. Let mentors have an ICP with a similar schedule and common planning time - 64G

18. None other than those checked - 64H

19. It's presently fine in our school - 71

20. assign as early as possible - 81

21. My principal assigns mentors very effectively - 88

22. I think letting the mentor & ICT have some time getting to know each other before making assignments would be better - 89

23. Mentors and ICT's should be based on compatibility of grade level, accessibility, and a real desire to help - not just to fulfill the requirements for mentor certification. - 95

24. Refer to #11 - 96

25. Get the best mentors, not just try to get certification in mentoring for anyone that wants it - 97

26. Being able to hire teachers earlier during the summer. - 99

27. Asking for volunteers, interested parties, & consider matching the person with someone suitable. - 105

28. Confer about assignments. Not last minute. - 108

29. Not sure - 113

30. An ICT needs to talk to the principal about the goals they have and the kind of teacher the mentee feels could provide information, goals, resources, time and similar personalities. - 114

31. Do not know what procedure is - Would like to know what procedure is. - 119

32. Arrange same planning period. Allow mentor to discuss with principal and ask questions about the ICT - 130

33. Schedule during the summer. - 132

34. More dialogue with principal before assignments are made. - 139

35. Match by content areas - 144

36. If they could be assigned earlier, perhaps they could meet each other before the hectic fall planning days begin. - 145

37. Am not aware of "procedure" - simply was told on first workday that I would have an ICT - was told later who that would be - 148

38. Let mentors, ICTS and faculty handle this - it would work better - be more compatible than mentors hand picked by principal - 153

39. use a rotation system where mentors are assigned by "turn" & by qualifications and not using same one every time - 156

40. be sure mentor is willing to have an ICT - 157

End Comments

1. Just need lots more time for conferences & planning - 3

2. Must be a team effort between administrator and mentor in all aspects of training the ICT - 55

3. Mentors should have financial compensation or reward for extra work and extra duty. - 58

4. Mentors should have 1/2 full teaching load and the other half of the day should be devoted to conferences, observations, and paperwork. This way each mentor could handle up to 5 ICPs. A good mentor can do that. Because mentors are legally responsible for their actions and decisions concerning the future employment of ICPs, many do not wish to serve more than one year. With a lighter teaching load, more good mentors would stay in the program. - 64A

5. Teachers in special areas where they may be an "only" in a school need a mentor in their area and a "buddy" in the school to acquaint them with policies and procedures in that school. It is more important that the mentor be in the ICP's subject area than in the school. - 64F

6. Need common time for conferences without other duties - 64H

7. Mentoring is one of the most important and fulfilling activities in which I have participated. Of all the formal programs introduced in recent years, mentoring is the one I regard as the most beneficial. - 71

8. Some observations should be done together (mentor & administrator) and some separately. - 81

9. My experience as a mentor has been invaluable. I feel as if I have learned as much from my mentee as she has from me. - 88

10. I think there should be more communication between mentors, ICTs, & administrators - 89

11. I just want to be sure teachers are becoming mentors because they really want to help an ICT. Not just because it looks nice on their resume. I have other ICT's to come to me for help because they had no contacts w/their mentor except for observations. - 95

12. All teachers who are certified to be mentors should be allowed to serve because I think it improves the effectiveness of teachers. - 99

13. When I began teaching 20 years ago - I was assigned "a buddy" teacher. I probably would not have stayed if I hadn't had someone to lead me. I think the mentor program is an excellent idea. - 105

14. Provide time for mentor & mentee to confer. - 108

15. I have not served as an active mentor during the past two years - therefore these answers may vary some - 132

16. The mentor needs to be given more time in class observing & offering help to the ICTs - 139

17. I wish this program had been available when I was a first year teacher. - 167

Comments Written in Other Places

1. Note: very hard to limit to 5 answers! (Question 9) - 4

2. Can't remember for certain (Question 13) - 71

3. My principal and I have separate conferences and observations, and we also do some together. The summative is always done separately and then discussed for a joint evaluation. We have a great working relationship with my protege. (Question 16) - 95

4. These do not all apply to my area (speech pathologist), and elementary schools do not often have departments or grade level chair. (Question 3) - 114

5. Am not currently a mentor. Was for 4 or 5 years. (Question 23) Have not served as a mentor under current principal. Cannot answer (Question 25) - 119

6. This only applies to the mentor wanting to do the job. They will not be effective if they do not want to do it. (Question 11) - 126

7. N/A no grade level chairmen at our school (Question 3) - 137

8. I think they need help with all of these at some time, and all of them should be part of the mentor's assistance. (Question 7) - 145

9. You need all of these (Question 9) - 149

10. I rank these but it was very hard - all of these traits are needed (Question 9) - 153

11. I know this isn't on the questionnaire but I feel both kinds of observations should be done. (Question 16) - 156

12. Most don't apply I can only choose 2 must be willing to be dedicated (Question 3) I can only consider 4 (Question 4) I can only consider 4 (Question 8) Both - sorry (Question 16) Do not apply (Question 20) - 164

MENTORS WHO HAVE NEVER SERVED

** No corrections made. Errors such as misspellings are in the originals. The case number follows each comment.

Question 6

1. 1. Assign one mentor per mentee
   2. Opportunity to go to school that have a shortage - 40

2. Mentors should be located near new teacher, teach same subject or grade, and be interested in seeing a new teacher be successful - 42

3. Have principals to think more carefully about their choices for mentors. - 44

4. I have no knowledge of how they are chosen. - 66

Question 15

1. 1. Summer
   2. Within the first 10 days - 40

2. The check in #13 should be at the top. Rescue is difficult when you are going underwater for the 3rd time! - 42

3. More thought being put into selection of mentor & pairing of mentors to beginning teachers - 44

4. #11 answers - 106

End Comments

1. N/A - 40

2. The program, as designed, is great!! However, it has never been given a good chance at our school. Excellent feedback may be obtained from 1st year teachers like Tracey Smith (now @ Granite Middle) or Wendy Beard (Gamewell Middle) - 42

3. To the best of my knowledge, there has been no mentoring program worked out for my field (media coordinator) yet. - 66

Comments Written in Other Places

1. Have not been appointed yet (Questions 21-23) - 7

2. N/A (Questions 21-25) - 8

3. Through observation (Question 3-H); if done correctly (Questions 17-19); Did not have a choice (Question 21); have not had the chance (Question 22); not more than 1 (Question 24); Not apply have'nt had the privilege (Question 25) - 40

4. Usually later (Question 13); only if #13 is corrected!! (Questions 17-19); Officially - NEVER - Spending hours with people who have not been assigned a mentor or poorly matched mentors - 2yrs (Question 23) - 42

5. I have the training but was not chosen (Question 21) - 44

6. Do not know (Question 13); N/A (Questions 21-25) - 66

7. Have had courses, but haven't been a mentor. (Question 23); N/A (Questions 21-25) - 106

COMMENTS FROM ICT SURVEYS

** No corrections made. Errors such as misspellings are in the originals. The case number follows each comment.

Question 6

1. None - 19
2. None - great program - 21
3. None - 25
4. Mentors should be in the same area of certification; specific abilities should be required of mentors (ie., being knowledgeable of subject area, being an effective teacher) - 31
5. More thought should go into the matching process, ie. location, subject area. - 35
6. Make sure the mentor has the time to devote to the ICT. - 36
7. I think that a mentor should be someone who is teaching the same grade level - 43
8. Try to see that mentors teach in the same (or close to the same) content area - 45
9. Incourage more teachers to take part in being mentors so selections can be made. My was assigned because she was all that was left. - 52
10. The teacher should be the "example" a principal wants all teachers to be like. - 56
11. None at this time - 59
12. If possible, pair same grade level or subject area; Pair compatible personalities - 62
13. Make sure there were scheduled times to meet together - 67
14. None - 79
15. Make absolutely sure that the mentors have any time in their schedule to work with new teachers. - 82

16. They should be willing to devote as much time needed for a first year teacher. - 103

17. Having peers involved more. - 109

18. Although my mentor is excellent, we are not in the same area. Perhaps a teacher at another school could have also been selected for my area. - 117

19. Keeping on grade level with mentor - 123

20. Keep on grade level - 124

21. Teacher in your field or area - 136

22. Similar backgrounds and most important similar teaching areas - 138

23. Required course work should be more concentrated & require much less time - 155

24. Taking the time to properly select a person for a mentor position (ie. following criteria in #4 & #8) - 158

25. More in specialized areas and more interested in spending time doing the work involved. - 160

26. No answer - 169

Question 15

1. None - 19

2. None - 21

3. None - 25

4. A push for more effective teachers to consider becoming mentors - make it worthwhile - 35

5. I would like to see mentors introduced to ICTs on the first day (workday). We need them then! Not 3 or 4 days after - 43

6. Matching personalities as much as possible - 52

7. Same content area. ex. Classroom teacher to classroom teacher - 53

8. I would like more time to spend with a mentor, possibly during the summer. This way you get to know each other and feel comfortable. You also have time to discuss things without a time limit on your meeting. - 56

9. Time for counseling - 59

10. Same content area; common scheduling - 62

11. See A on #13 - 63

12. My opinion was taken into consideration when my mentor was chosen. I think this is important. - 79

13. Make sure that the schedules of the mentors & ICT's are compatible and that the mentor has sufficient time in his/her schedule. - 82

14. None - 103

15. More involvement from ICT's in selecting or matching mentors. - 109

16. The process needs to be done sooner. ICT's should have more of a voice as to who their mentors are - 117

17. N/A - 123

18. N/A - 124

19. Same area - 136

20. Assignment of mentor before beginning workdays. - 138

21. input from teacher & mentor - 155

22. to give them time to get to know each other and pair them up according to compatibility - 158

23. Teacher and mentor would benefit from being in the same grade level because of common teaching elements of curriculum. - 161

24. Meet with mentor, ICT, Dep. Chair & Principal prior to assignment commitment to objectively assess mentor/ICT compatibility - 169

End Comments

1. Great program; I am very pleased - 21

2. I have not talked to one ICT who was pleased with their mentor. They never see them. The only time I see or hear from my mentor is during observations and conferences. There needs to be more involvement. - 36

3. I meet only once with ICP people in the county. I feel the county did nothing to help me as an ICP person.

4. As a classroom teacher I feel I would've been better "mentored" with a classroom teacher instead of special teacher. They were very efficient even though they didn't know as much about my curriculum. - 53

5. Mentors do not have time to mentor. Maybe the mentor and mentee could have at least one planning period the same, so that they can get together or it could be required they get together during this. Also I'm not sure mentors know what their duty is as a mentor. - 65

6. I have had a very successful first-year teaching experience and my mentor has been of tremendous help me. - 75

7. none at the time - 103

8. My mentor provided as much assistance as possible when she was at my school. However, we were at the same school only 3 afternoons per week. This made scheduling observations and conferences difficult. Better scheduling was needed. - 117

9. I think our school has a good program. - 123

10. N/A - 136

11. I have never been inserviced on the relationship that should exist between mentor and ICP. Although I felt all evaluations were fair our areas are worlds apart. - 138

12. When I consider the fact that no other support personnel was certified as a mentor, I believe my mentors (administrators) were appropriate. - 143

13. Every effort should be made to afford ICT's with resource materials information and funding. The lack of resource materials has been a bummer. - 169

Comments Written In Other Places

1. I have no preference (Question 16); If the mentor is good (Question 18) - 31

2. What is the procedure? (Question 5 left unanswered); What about a combination of the two? (Question 6 left partially answered); Provided a good match is made (Question 18) - 35

3. I'm not even sure what the process is (Question 5 left unanswered) - 36

4. I would like someone to sit down and go over the paperwork that is expected for us to fill out & do - 43

5. at the county level (qualification for answer to Question 21) - 52

6. I don't know what the selection procedure is. (Question 5 left unanswered) - 65

7. None of the others matter (Question 11 left partially answered) - 70

8. Please use nonsexist language in such an important study. (Question 3); I don't really know. I only know my own case was not matched well. (Question 12) - 82

9. Actually they should do both. (Question 16, Part 2) - 117

10. All are important. At different times and occasions these skills will all be needed to work as an educator. (Question 9); I don't know (Question 13) - 146

11. For me, a big frustration! (Question 7-D); Resource information - where to go to get it. (Question 10-O); Very Important (Question 19) - 169

COMMENTS FROM PRINCIPAL SURVEYS

** No corrections made. Errors such as misspellings are in the originals. The case number follows each comment.

Question 6

1. To ask the principal if certain teachers would make good mentors before they were certified as such. - 11
2. There should be guidelines/qualifications such as those listed in #4. - 15
3. That a teacher wanting to be a mentor must have an evaluation that is marked at a certain level. - 54
4. Have more mentors to choose from. The available numbers tend to be diminishing. Many teachers do not want the added duty. - 80
5. Sometimes we feel pressured to select a mentor who has not served in that capacity. - 107
6. We have good ones. - 111
7. I'm not sure what the "procedure" is. Is it not, "anyone who is interested in receiving the training?" - 118
8. None, other than more to choose from. - 122
9. To have one. - 154
10. None - 159
11. Allow teachers to nominate persons to be mentors. - 165

Question 15

1. None - 2
2. None - 11
3. Some type of compensation for the amount of time that it requires for a teacher to be a mentor. - 54
4. Allow ICTs and mentors opportunities to be together and find out about each other before assignment is made. - 80

5. It is difficult to choose a compatible mentor when often little is known about the ICP. I don't know what could be done. - 118

6. More mentors to select from - 122

7. None - 129

8. Make sure all mentors are good ones and no problem will occur. -133

9. Paid workday before school starts to give adequate time for them to learn each other. - 154

10. None - 159

11. Matching as much time possible for interacting between mentor and ICP for truly working together. - 165

End Comments

1. The mentor program serves as an excellent way to train new teachers to be more effective - 33

2. That a teacher must achieve a certain ranking on an evaluation scale before they could be considered to be a mentor teacher. - 54

3. As noted, many teachers have trouble with the extra work level of mentoring. Offering compensation might make the effort more inviting. - 80

4. I think the real drawback is not enough time. - 107

5. I wish the mentors would evaluate the ICT's separate from principal. Feel it would improve quality. - 122

6. I think the whole thing of having a mentor is silly. It probably helps the teaching of mentors more than the ICP's. If a principal or assistant is worth a _____, they should be able to evaluate and help without the help of a mentor. - 133

7. Mentors need to be paid a stipend for their work beyond the call of duty.
Planned, designated time must be made available for shared session. - 154

Comments Written in Other Places

1. Either way is fine with me. The major difficulty is finding time to get all together. (Question 6) - 111

2. I cannot differentiate the need for these. (Question 10) - 154

APPENDIX G

North Carolina Initial Certification Program: Qualities of Mentors

NORTH CAROLINA INITIAL CERTIFICATION PROGRAM

Qualities of Mentors
Appendix H

The selection of a mentor should be a comprehensive process. Specific criteria should be delineated based on role expectations and responsibilities as well as on key indicators of successful role performance drawn from research and professional judgment. Mentors like teachers are neither born nor made but they can be developed. Training for potential mentors must address those qualities which may be learned/enhanced. The following guidelines are offered for consideration.

1. Commitment

A mentor should:

- demonstrate a professional commitment to: education, children, the classroom, professional and personal growth
- take an active interest in the career development of an Initially Certified person with a willingness to expend the necessary energy and time;
- initiate the Initially Certified person into the new occupational and social world including values, customs, resources, and personnel; and
- support the goals and ambitions of an Initially Certified person.

2. Personal/Affective

The affective elements of a mentor-Initially Certified person relationship are as significant as the academic skills. A mentor should possess exemplary personal/human relationship characteristics. Personal/affective attributes of an effective mentor should include: honesty, sensitivity, frankness, fairness, patience, persistence, independence, tactfulness, discipline, compassion, concern, generosity, competence, ambition, caring, sharing, understanding, enthusiasm, courage and genuineness.

Mentors must:

- be supporters as well as challengers:
- possess the ability to encourage, praise, and bolster the Initially Certified person's confidence;

- recognize, provide and encourage the opportunity for the Initially Certified person to focus on developing as beginning teacher in their own way, based on strengths that they bring to the experience;
- identify and relate to feelings of the Initially Certified person in an accepting way. (Scared and anxious feelings of a beginning teacher are normal and natural until they can make order of their new experiences and include them in their daily lives.)

A relationship-building process should exist and continue to grow between the mentor and Initially Certified person. The mentor should be willing to be a helper, while the Initially Certified person assumes responsibility for his/her own learning through discussion of problems and concerns occurring during the teaching experience. A mentor can't be expected to help solve problems without being aware of the problems.

3. Leadership

A mentor should:

- possess a knowledge of political, economic, and community factors affecting teaching, and
- exhibit leadership skills including delegating, group facilitating, problem solving, anticipating, analyzing, developing options and alternatives for making appropriate decisions, and handling complex situations.

4. Success in Classroom Performance

An essential component of mentoring is the ability to model effective teaching practices. The mentor should:

- recognize and accommodate the Initially Certified person's personal learning style in modeling effective teaching practices;
- demonstrate success in at least the five major function areas of effective teaching assessed by the North Carolina Teacher Performance Appraisal System-Initial Certification. (While success may be determined in additional ways, the minimal requirement should be "above standard" or better on performance related to (1) Management of Instructional Time, (2) Management of Student Behavior, (3) Instructional Presentation,

(4) Monitoring of Student Performance and (5) Instructional Feedback.)
- reflect an understanding of the content being taught, and
- demonstrate an awareness of current applied and action research in the classroom and school.

5. Communication

The mentor teacher must:

- demonstrate exemplary effective communication skills, including active listening;
- possess and exert the ability to open lines for free communication to further enhance the quality of the relationship both professionally and personally;
- promote recognition of and proactive response to problem solving; and
- possess other basic communication skills such as reading, writing, and speaking at a level sufficient to facilitate interaction between the mentor and Initially Certified person.

6. Observe/Diagnose

A mentor should possess:

- observation techniques;
- the ability to diagnose areas of strength and areas in need of further growth;
- the ability to prescribe appropriate experiences and opportunities which will facilitate growth of the Initially Certified person;
- a thorough grounding in content area(s) as well as in-depth knowledge of the techniques and methodologies of teaching;
- an understanding of learning theories and developmental psychology;
- the ability to apply techniques/methodologies appropriately to the presentation of material; and
- the ability to objectively assess accomplishments of the Initially Certified person and communicate encouragement.

7. Record (PDP)/Documentation

The mentor should be able to:

- assist the Initially Certified person with the development of a Professional Development Plan and the documentation of progress toward professional goals;
- sufficient skills in observation, diagnosis, prescription and assessment of growth, and
- contribute to the development of the portfolio for each Initially Certified person.

8. Direct/Facilitative Services

The mentor should be able to:

- apply personal and professional strength and skills in direct assistance/support to the Initially Certified person;
- identify those resources and services needed by the Initially Certified person to accomplish the objectives of the Professional Development Plan;
- link the Initially Certified person with relevant resources and services; and
- possess considerable expertise in the identification of resources and services available to Initially Certified persons.

A mentor will not necessarily possess all of the above-suggested qualities. However, selection criteria should seek evidence of key descriptors from each area. There should be a balanced combination of personal and professional skills.