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**The mentoring of beginning teachers: A program review**

**Woodruff, Brenda Shumate, Ed.D.**

**The University of North Carolina at Greensboro, 1990**

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THE MENTORING OF BEGINNING TEACHERS:

A PROGRAM REVIEW

by

Brenda Shumate Woodruff

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
1990

Approved by

*Ernest W Lee*  

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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.

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This study was conducted for the purpose of providing a Mentor Teacher Program review for the Wilkes County, North Carolina School System. Data were collected through four questionnaires sent to four groups within the school system: mentor teachers, mentees, principals, and central office personnel. The information gathered was used to answer six research questions:

1. What is the profile of the Wilkes County mentor teacher?
2. How have mentors aided the development of the proteges to whom they were matched?
3. Was the performance of mentoring duties perceived differently by mentors, mentees, principals, and central office personnel?
4. Did mentor teachers derive satisfaction from their roles as mentors?
5. Are mentoring services perceived as helpful in improving the quality of instruction in the Wilkes County School System?
6. What were the major difficulties experienced by Wilkes County mentors during the performance of their mentoring responsibilities?

The typical Wilkes County mentor teacher is a 41-year-old female. She serves as a mentor to a 31-year-old female mentee.

Analyses of variance showed mentors, principals, and central office personnel to be in agreement in their perceptions of the mentors' effectiveness in providing assistance, aiding in personal development, and assuming mentor roles. The mentees,

however. disagreed significantly with the other three groups and reported that the mentors were much less beneficial.

The mentor teachers derived a high degree of satisfaction from their roles as mentors. All surveyed groups perceived mentoring services to be of great benefit in improving the quality of instruction. The major difficulties experienced by the mentors were related to a lack of time, a need for similar mentor/mentee academic areas, a desire for continued staff development, and a wish for a stipend.



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CHAPTER I  
INTRODUCTION

Background

The research detailed in this dissertation was designed to explore the Mentor Teacher Program in Wilkes County, North Carolina. The study is descriptive in nature with data having been gathered through self-report questionnaires. The research assessed the status of the Mentor Teacher Program through the collection of demographic data, opinions, and perceptions.

This dissertation is an outgrowth of many years of professional involvement in the inservice education of teachers. As a teacher in the Wilkes County School System, I first became actively involved in the inservice education of other teachers in 1984 when I was asked to help conduct the North Carolina Effective Teacher Training (ETT) Program. Over the years, I have continued to provide such inservice to new teachers as they have entered the Wilkes County School System. In addition, I have helped to modify the ETT program in order to make it applicable to the training of substitute teachers and school volunteers. This program continues to be well received, having drawn 35 substitute teachers and volunteers for a one-week training session during the summer of 1989 and 50 in July of 1990.



As a result of my interest in the ETT program, I was pleased to agree when I was asked in 1985 to become a teacher/trainer for the North Carolina Mentor/Support Team Training Program (1986-87). I subsequently received North Carolina certification in the area of mentoring. As a program leader, I have participated in the inservice education of all mentor teachers who have been trained in Wilkes County. I have also presented the mentoring program to a number of school administrators, central staff personnel, and initially certified persons.

#### Statement of the Problem

In 1978 the state legislature mandated that changes be made in teacher certification and teacher preparation in order to improve the quality of education in North Carolina. In consequence, the North Carolina Department of Public Instruction developed a proposal referred to as the Quality Assurance Program (QAP). The North Carolina Initial Certification program, as a part of the QAP, extended the teacher preparation period from four to six years. The additional two-year period follows the awarding of a degree by an institution of higher education (IHE). The IHE must also recommend the graduate for a North Carolina Initial Teaching Certificate. The Initial Certificate was established in 1984 for all prospective teachers graduating from an IHE after January, 1985. A copy of the Six-Year Certification Process as included in the North Carolina Initial Certification Program is attached as Appendix A.

Part of the North Carolina Administrative Code 16 NCAC

2H.0608: Levels of Certificates: Section (4.) reads as follows:

- (a) Each local board of education [LEA] shall develop a comprehensive program plan for initially certified personnel...Each plan must meet the following criteria...
  - (iii) provides for the assignment of a mentor or support team, as determined by the LEA based on need(s), for each initially certified person, to provide guidance, counsel and promote assimilation into the profession;
  - (iv) in cases where the LEA deems a mentor to be the appropriate support person, the principal or his/her designee shall share responsibility for providing the support;
  - (v) the support team for each initially certified teacher shall include a career status teacher, the principal or his/her designee, and a generalist or a specialist in curriculum/instruction...;
  - (vi) provides for conducting a minimum of three observations per year...All observations of teachers will be done by persons trained in the use of the first five function areas of the performance appraisal instrument for teachers.

During each year of the initial certification program, support team members provide initially certified personnel with formative evaluations are based on the Teacher Performance Appraisal System/Initial Certification (TPAS/IC) and are used by support team members and by the initially certified person (ICP) to develop a Professional Development Plan (PDP). At the end of each school year the ICP is provided with a summative evaluation, again based on the TPAS/IC.

#### Significance of the Study

Wilkes County has chosen the support team approach with each

team consisting of the principal or his designee, a mentor teacher, and a central staff member. Large numbers of initially certified persons are currently making tremendous demands on the time of limited numbers of central office personnel. The Director of the Initial Certification Program in Wilkes County is considering adopting the option of a mentor and the principal or his designee as outlined in section (4.) (iv) above. In order to make this and other decisions regarding the future direction of the Mentor Teacher Program in Wilkes County, the program functioning must be reviewed. This study was designed to provide pertinent data on which to base decisions which will affect the continuing certification of all initially certified personnel hired in the Wilkes County School System. The information gathered during the course of this work will also be helpful to other school systems in North Carolina and around the country who are initiating or reviewing mentor services to beginning teachers.

#### Purpose of the Study

As a teacher/trainer and a mentor, I have been closely associated with the Mentor Teacher Program in Wilkes County since it was created in response to the North Carolina Quality Assurance Program. The purpose of this study was to conduct a review of its progress after three years of implementation. The conclusions drawn from the study will suggest a future direction for the Mentor Teacher Program in Wilkes County.

### Research Questions

The following research questions were devised for the study:

1. What is the profile of the Wilkes County mentor teacher, including demographic data and selection?
2. How have mentors aided the development of the proteges to whom they were matched, including time allotments to mentoring responsibilities, areas of assistance to mentees, benefits to personal development of mentees, and assumption of mentoring roles?
3. Was the performance of mentoring duties perceived differently by mentors, mentees, principals, and central office personnel?
4. Did mentor teachers derive satisfaction from their roles as mentors?
5. Are mentoring services perceived as helpful in improving the quality of instruction in the Wilkes County School System?
6. What were the major difficulties experienced by Wilkes County mentors during the performance of their mentoring responsibilities?

### Assumptions and Limitations

As a researcher, I assumed that the data provided by the mentors, assisted teachers (mentees), principals, and central office personnel reflected their true observations, opinions, and beliefs regarding the Mentor Teacher Program in the Wilkes County School System.

The study was limited to the responses of members of

Initially Certified Personnel support teams functioning in Wilkes County, North Carolina, during the 1987-88 school year; hence all participants were directly involved in the process of providing or receiving support through the Mentor/Support Team Program. The data provided were self-reported and most were retrospective in nature. The reported observations, opinions, and beliefs may have been affected by overall perceptions of the Quality Assurance Program and by the time lapse between the provision of mentor services and the descriptions of those services. These limitations were, of necessity, considered when the data were analyzed and conclusions drawn.

#### Definition of Terms

The definitions below are taken from the North Carolina Initial Certification Program (1985).

Continuing certification--A teaching license which must be renewed every five years and which indicates that minimal teaching skills and competencies have been demonstrated.

Formative evaluation--On-going assessments of strengths and areas for development; used to identify strategies for professional development.

Initial certification--The first license granted to practice the profession in North Carolina based upon successful completion of an approved IHE preparation program.

Portfolio--A collection of evidences regarding the performance of a teacher. It is reviewed locally to formulate a recommendation regarding continuing certification.

Professional Development Plan (PDP)--A formal document developed by the support team in cooperation with the initially certified person, which delineates

mentor/professional growth goals, and proposed strategies for increasing one's skills.

Summative evaluation--Assessment and rating of performance in relation to established criteria.

Support system--A planned program of human and material resources available to initially certified personnel for the purpose of assisting them to develop and refine essential skills.

Support team--A team of educators assigned to initially certified personnel to assist with assessing growth. For teachers it must include a career status teacher, the principal or his/her designee, and a generalist(s)/ specialist(s) in curriculum and instruction.

TPAS/IC--Teacher Performance Appraisal System/ Initial Certification--A state-mandated system to document demonstrated success in teaching which includes the first five generic teaching functions of the TPAS and provides data to a support team or mentor for facilitating the growth of an initially certified teacher.

Within the dissertation the terms mentee, protege, and assisted teacher are used synonymously.

#### Description of the Training Program

A brief overview of the North Carolina Mentor/Support Team Training Program (1986-87) is presented here as a prelude to the mentoring research described in Chapter II. Since much relevant research regarding the mentoring of beginning teachers has been incorporated into the Mentor Training Program, each session is also briefly described in order to familiarize the reader with the program content.

The program is divided into eight half-day sessions. The first two days set the theoretical basis for the workshop with sessions on "Establishing Roles," "Helping Relationships,"

"Communication.", and "The Adult Learner." The second two days are devoted exclusively to the pragmatic aspects of fulfilling the mentoring role and are entitled "Technical Assistance."

Session One. "Establishing Roles." as interpreted by the researcher and her trainer partner, is essentially a presentation of the Wilkes County Initial Certification Program (1985) and the North Carolina Initial Certification Program (1985) which "provides for the assignment of a mentor or support team...for each initially certified person, to provide guidance, counsel and promote assimilation into the profession" [North Carolina Administrative Code 16 NCAC 2H.0608: Levels of Certificates; Section (4.) iiii].

Session Two deals with "Helping Relationships" and stresses the desired mentoring characteristics of being caring, supportive, and challenging when helping proteges. This module draws heavily on the work of Carl Rogers (1958), who believed that in order to help others we must first understand ourselves, and on that of Thomas Gordon (1965), who expanded Rogers' theories.

Session Three explores effective communication techniques. The trainers relate the mentor communication skills which are presented in the training program to Rupnow and Bowton's (1986) mentoring model.

"The Adult Learner." Session Four, as designed for the training packet, is based on research conducted by Sprinthall and Thies-Sprinthall. Sprinthall presents, by way of a videotape,

their methods for determining teacher cognitive structures which accommodate a conceptual levels model developed by Hunt. My training partner and I were very uncomfortable with the idea of classifying fellow teachers according to "The Growth Model" presented on this videotape. We, consequently, attended a workshop entitled Developing & Evaluating a Mentor Teacher Program presented by William A. Gray in April, 1987. Subsequent to Dr. Gray's workshop, we modified Session Four considerably.

In redesigning the session, my partner and I chose to retain parts of the Sprinthall/Thies-Sprinthall (1983) research relative to balancing pragmatic experience-based teaching with reflective thought concerning teaching practices. In conducting the redesigned session, we also stress the Erickson (1950) stages of personality development (particularly generativity and ego integrity) as Thies-Sprinthall (1984) found "the Erickson system of identity formation was by far the most powerful predictor of multiple measures of effective classroom teaching" (p. 329). Additionally, the Hunt (1981) concepts of "reading" and "flexing" in order to be aware of the mentees' needs and to make adjustments to meet those needs are explained. My training partner and I explain McNergney and Carrier's (1981) belief that the adult learner benefits most from approaches specifically suited to his particular needs. In order to ascertain those needs, it is necessary for the mentor to share decision-making tasks with the mentee.

Next in the training session, I juxtapose the needs of the



beginning teacher to Maslow's (Hughes & Noppe, 1985) Hierarchy of Needs by explaining that the mentee cannot be expected to express concern for the learning needs of individual students until he feels secure in his own ability to survive in teaching (Gray & Gray, 1985; 1987; Pataniczek & Issacson, 1981). One purpose of the mentor is to help the mentee to gain that security.

A suggested prototype for conducting such a supportive mentoring relationship is Gray's Mentor/Protege Helping Relationship Model (Gray & Gray, 1985).

M---- Mp---- MP---- mP---- P

According to Gray's model (above), the mentor takes the lead in the beginning of the relationship (M). The protege is gradually given more responsibilities and leadership roles (Mp), eventually allowing the mentor and protege to function as partners in the relationship (MP). As the relationship continues to mature, the mentor begins to assume the role of a supporter of protege ideas (mP), thereby allowing and encouraging the protege to reach the final stage of independent functioning (P).

After explaining the model, my training partner I then compare Gray's Mentor-Protege Relationship Model to the Bloom (Bloom et al., 1956) Taxonomy of the Cognitive Domain and to the Krathwohl (Bloom et al., 1964) Taxonomy of the Affective Domain as illustrated below:

<u>Gray</u>	<u>Bloom</u>	<u>Krathwohl</u>
M	Knowledge	Receiving
Mp	Comprehension	Responding

MP	Application	Valuing
mP	Analysis	Organizing values
	Synthesis	
P	Evaluation	Internalization of values

Since most teachers in the mentor training sessions are very familiar with the work of Bloom, Krathwohl, or both, the synthesis of the three models seems to reinforce Gray's work for them. The mentor trainees are thus helped to place the Gray model into their mentoring skills repertoire.

In Session Five the future mentors are trained in pre-conferencing skills. Methods are presented and specific suggestions are made for effectively conferencing with the protege prior to a classroom observation by his support team. The possibility of the necessity for lowering the stress level of the protege is emphasized.

Session Six stresses data collection during an actual classroom observation. Here workshop participants are instructed in the use of the Formative Observation Data Instrument (FODI) which was developed as a part of the North Carolina Teacher Performance Appraisal System (TPAS). Participants are helped to understand techniques for analyzing the data collected on the FODI and helped to develop model prescriptions for aiding mentors.

During Session Seven the workshop participants are taught post-conferencing techniques in order that they may skillfully communicate their observations, analyses, and proposed

prescriptions to their mentees.

The last session of the workshop consists of a mock run-through of a complete cycle of assistance to be provided to the protege: preconference (planning), observation (data collection), analysis, prescription (strategies), postconference, and implementation by the mentee.

I have been aided in the production of appropriate staff development activities for mentor training sessions by the work of several authors such as Hall & Loucks (1978), Hawley (1986), Zimpher et al. (1986), Appel & Trail (1986), W. A. Gray (1988, 1989), Markert & Papa-Lewis (1988), and Phillips-Jones (1989). While obviously basing my work on the North Carolina/Support Team Training Program (1986-87), additions, deletions, and expansions to the program have been the result of "reading" the target audiences and "flexing" to meet the perceived needs of that audience.

As a researcher and mentor, I have interests in mentoring extending beyond the training program. Since 1985 I have served on several support teams while acting as a mentor for 11 beginning teachers in the Wilkes County School System. As a result of my extensive involvement in the program I have undertaken this research study.

## CHAPTER II

### REVIEW OF LITERATURE

#### Background

A portion of the results of a recent poll conducted by the Carnegie Foundation for the Advancement of Teaching was published in the June 28, 1988 edition of The Charlotte Observer (Morell). The survey results showed teacher morale in North Carolina ranked forty-first in the nation. One reason proposed for the discontent among North Carolina's teachers was the lack of involvement of teachers in state-mandated education reform. According to the Carnegie report, "What is urgently needed...is a deep commitment to make teachers partners in renewal. The quality of American education can be no greater than the dignity we assign to teaching" (Morell, p. 2C).

While the Carnegie report is recent and its implications for the restructuring of educational reform in North Carolina are fairly obvious, it is simply another in a series of books and articles lamenting the state of public education.

In his landmark study described in A Place Called School, Goodlad (1984) began with the words, "American schools are in trouble...It is possible that our entire public education system is nearing collapse" (p. 1). He went on to acknowledge the current lack of faith in our schools' ability to perform their primary task of producing a literate populace. He studied

the exodus of teachers from the classroom and found that most teachers originally choose the profession for idealistic, humanitarian reasons and eventually leave out of frustration. He described the isolation in which teachers work and their lack of opportunity for collaborative efforts with their peers. He felt that America's schools must endeavor to improve the conditions under which teachers labor if the nation is to upgrade its schools, a belief shared by Hawley (1986). One suggestion Goodlad made for immediate improvement was the creation of "head teachers" who would teach part-time and work to help their peers with difficult educational problems during the rest of the day. Many of the roles he attributed to these head teachers are, in North Carolina, the roles assigned to mentors.

Mentoring is certainly not a new idea. In Homer's Odyssey, Odysseus assigned the care of his young son, Telemachus, to his friend, Mentor. Additionally, many examples of mentoring can be found in the Bible. Moses served as a mentor to Joshua who was destined to lead the Israelites to the Promised Land. Eli was a mentor for Samuel who was spoken to by God. Jesus mentored his disciples in the principles of teaching and Paul fulfilled the mentoring roles of teacher and sponsor for Timothy.

The recent revival of interest in mentoring can be traced to the work of Erickson (1950), Levinson et al. (1978), and Sheehy

(1976). Erickson (1950) has postulated eight life stages. The stage of generativity vs. stagnation (seventh stage) is significant to mentoring. The adult who is making a healthy progression through his life stages reaches generativity during midlife. He is ready to nurture and guide the progress of another--to be a mentor. Erickson theorized that the act of helping another to be happy and productive allows the mentoring individual to attain his final life stage of integrity and to perceive his own life as having had meaning.

Levinson et al. (1978) in the book Seasons of a Man's Life built on the work of Erickson by using descriptions and case studies to explain the phases in the adult developmental lives of men. Levinson et al. described the mentor-protege relationship as one of emotional closeness involving trust between the participants and knowledge transmission from one generation to the next.

Like Levinson, Sheehy (1976) also grounded her work, Passages, in Erickson's life stage theory. In the book Sheehy recounted her own protege experiences with Margaret Mead serving as her mentor. While Levinson wrote concerning the lives of men, Sheehy turned her attention to the life stages, which she referred to as "passages," of women. Both works depict individuals who have been mentored as being more able to find comfort and meaning in their existences than those who have not had the benefit of mentors.

### Planned Mentoring

Because "we need mentors throughout our lifelong journey" (Darling, 1989, p.12), institutions sometimes initiate formal planned mentoring programs to fill the void often left by informal unplanned mentoring. William Gray (1989) defined planned mentoring as "a systematic, developmental process for helping people develop their capabilities over a period of time" (p.19). Gray (1987; 1988; 1989) has written extensively on the development of planned mentoring programs. He suggested that program goals should be established as a first step. Next, he proposed a four-part process for continued program implementation:

- (1) Determine mentors and coordinate them with proteges
- (2) Train mentors, mentees, and others associated with the program
- (3) Carefully observe the mentoring program and adjust the process as necessary
- (4) Appraise the program impact in order to initiate improvements

Planned mentoring programs, like all human endeavors, are subject to adversities and failures. Phillips-Jones (1989) has studied the problems most often associated with these programs. In her article "Common Problems in Planned Mentoring Programs," she offered the following list:

- (1) Doubt and enmity. This roadblock to effective mentoring is normally associated with prospective mentors rather than

proteges who are usually very receptive to the idea of being mentored. Program coordinators must listen carefully to what skeptics have to say, as they may know the organization better than the coordinators and their perceptions may be right.

(2) Belief that implementing a planned mentoring program is easy and natural. Many program coordinators must sensitively inform administrators or executives who feel they can "just do it!" (p.37) of the intricacies, planning, and hard work associated with successful planned mentoring programs.

(3) Lack of mentors. Recruiting mentees is no problem; finding qualified mentors is frequently difficult. The most qualified prospective mentors are often those who have the least time to work with mentees.

(4) Anger of supervisors. This problem can often be overcome by a program coordinator who strives to make the supervisor an intricate part of the program from its inception.

(5) Resentment of nonparticipants. Left unchecked, this problem can lead to an undermining of the program by those not directly involved.

(6) Lack of time. "This is the most commonly cited problem of mentors and proteges...Proteges should be coached to be available and flexible...Mentors should be encouraged to start small and explain their limits" (pp.38-39).

(7) Inadequacy of training. Both mentors and proteges should be provided with orientations, training sessions, and printed materials concerning the planned mentoring program.



(8) Entry out of sequence. Personnel are often hired or choose to participate after the program implementation has been set in motion.

(9) Lack of attention to detail. The task of the program coordinator can easily become so complex that details crucial to the success of the program are overlooked.

In spite of the difficulties inherent to the planned mentoring process. Haensly and Edlind (1986) found mentor partnerships to be "worthy of support and pursuit" (p.4). When properly implemented, mentoring allows the protege to become self-actualized by modeling himself after another who is eminent in his chosen field. Mentors help younger proteges to meet life crises by acting as friends and allies who, while not presenting themselves as omnipotent, guide their proteges in choosing options and reaching conclusions (Goldberg, 1987). Although mentors need not be formal counselors (M. M. Gray, 1988), they can offer advice and provide sound judgements. Mentees must, however, retain ownership of their own decisions (Egan, 1986b; Shaw, 1989) in order to bear their own responsibilities or claim their own successes.

#### Scope of Mentoring

Today mentoring is the subject of study in many areas, particularly nursing, law enforcement, business, and education. While nursing, law enforcement, and business mentoring are mentioned briefly, they are basically outside the scope of this

review of literature. They are included only because much of educational mentoring, particularly the early programs, was based on research conducted in these fields. Business mentoring has had a particularly profound effect on subsequent educational mentoring projects. The primary emphasis of the paper concerns educational mentoring, in general, and the mentoring of beginning teachers, in particular.

### Nursing

In a typical formal nurse/mentee relationship, an established nurse guides and directs a recent nursing school graduate as she strives to become an assimilated member of the profession (Fagan & Walter, 1982). The relationship is analogous to that of the career teacher who promotes the well-being of an initially certified teacher.

### Law Enforcement

Police departments frequently assign rookies to field training officers (FTO's) for a probationary guidance and training program lasting from three to six months (Fagan & Walter, 1982; Fagan, 1988; 1989). FTO programs tend to be highly structured and to put a much greater emphasis on evaluation than is customary in other mentoring areas, such as educational mentoring (Fagan, 1989). In extensive studies of law enforcement mentoring, Fagan has found that officers who have been assigned to FTO trainers develop intense relationships with these mentors.

The trainees tend to be more disciplined, more diligent, and more job-satisfied than their peers who were not mentored. Their career progression appears to be enhanced by the formal FTO mentoring program. They are, consequently, promoted more frequently than their non-mentored peers (Fagan, 1988; 1989). The research relative to mentored law enforcement training suggests possible benefits for educational mentoring participants as well.

### Business

"Most of the recent application of mentoring has been in business" (Fagan & Walter, 1982, p. 113) where it is often viewed as crucial to the advancement of employees (Mertz, Welch & Henderson, 1988). Willcox (1987) stated, "Mentoring is prevalent and important for advancement in nearly half of today's larger American organizations" (p. 18). He also found that a survey of British executives showed that almost one-half of those responding believed movement into top management positions was impossible without sponsorship. While mentoring in business has been found to be particularly important to the career advancements of blacks (Alleman et al., 1987) and women (Herrington & Harney, 1986; Brooks & Haring-Hidore, 1987; Papa-Lewis, 1987; Mertz et al., 1988; M. M. Gray, 1989), both groups "appear to be mentored less frequently and to have a harder time getting mentors than white males" (Mertz et al., p. 34).

Many businesses initiating formal mentoring programs have followed the lead of the early business groups in initiating mentoring by assigning trainees to experienced personnel who are not directly responsible for their employment evaluations (Fagan, 1988; 1989). In organizations where mentors choose their own proteges, Mertz et al. (1988) have identified six mentee characteristics which influence mentors' choices: (1) competence; (2) potential; (3) organizational fit (philosophically holding the values of the current establishment and physically looking like one of its members); (4) low risk (showing little likelihood of embarrassing or betraying the mentor); (5) predictability; and (6) pay-off (offering a probable benefit to the mentor). Colwill and Pollock (1988) found that business mentors also prefer proteges who are calm, likeable, internally motivated, loyal, and unafraid of expressing vulnerability. The same study showed that mentors choose proteges who are very much like themselves. This was also a primary finding in a study conducted by Clawson and Blank (1987) who stated, "The more people differ, the less likely they are to perceive learning occurring in their relationship...It may be that bosses, in positions of power, are relatively intolerant of subordinates who are different from them in values held" (p.14).

Businesses introduce mentoring programs to attract and retain new employees (Herrington & Harney, 1986; Alleman, 1989; Land, 1989; Shaw, 1989), to utilize employee talents (Land, 1989; Shaw, 1989), to solve personnel problems (Land, 1989; Shaw,

1989), to assimilate employees into the technical and psychosocial aspects of company functioning (Watkins, Giles & Endsleg, 1987), and to improve the performance of individual employees (M. M. Gray, 1987b). Being mentored enhances career development and correlates positively with corporate success. "Having a mentor has been associated with higher pay, greater job satisfaction, better performance, higher levels of education, faster promotion, stricter adherence to career plans, and the likelihood of becoming a mentor" (Watkins et al., 1987, p. 3).

Regardless of the reasoning behind it, the mentoring program can be a double-edged sword. While normally a great boon to the company and its employees, it can also lead to a "corporate cloning" which retards progress (Roskin, 1988). Mentoring programs must, therefore, be carefully planned in order to reap their rewards without lapsing into stagnation. Zey (1989) suggested a format for "Building a Successful Formal Mentoring Program." He wrote that, above all else, the success of the program depends on commitment. The executives chosen to be mentors must be committed to the program and the proteges selected must be committed to the company. Once the dedication of both groups has been ascertained, a schedule for implementation should be established. Both mentors and proteges should be thoroughly trained in order to meet the program goals, which, in turn, must be carefully tailored to the normal organizational structure of the company. The training should also establish the expectations and the limitations of the

mentoring approach to corporate improvement. The program should have a designated person who is in charge, so that no one in the organization has any doubt about whom to call when questions arise concerning any aspect of the mentoring project. Finally, the mentor and protege must be carefully paired so as to meet their needs as individuals and so as to benefit the business as a whole.

Educational mentoring programs are often designed according to the prototypes suggested by business mentoring research. This research has been critical to those involved in educational mentoring since educational mentoring research is new and program reviews are often scanty. Data collected in the business arena have helped to ease the progression of formal mentoring into academe.

#### Educational Mentoring

Mentoring is currently making inroads in many areas of education. One reason for its rise in popularity may be the predisposition of educators for testing and evaluation. Members of the educational community--students, teachers, and administrators--are constantly being evaluated and "the presence of a performance appraisal system which uses appraisal data for feedback and development purposes as well as for making personnel decisions would seem to encourage the formation of supportive dyadic relationships" such as mentoring (Watkins et al., 1987).

Training for academic mentoring usually takes the form of

staff development. In order to be effective, staff development activities must be targeted to the needs and concerns of the participants, as well as to the innovation under discussion--in this case, mentoring (Hall & Loucks, 1978). Reiman et al. (1988) have written a very helpful article concerning the development of an induction program in Wake County, North Carolina. In Wake County, as in Wilkes County, "the training was based on current research and theory about the adult learner and teaching effectiveness" (p.56).

In order to facilitate educational mentoring, Haensly and Edlind (1986) have proposed a series of desirable attributes for mentors, proteges, and educational mentoring relationships which they called "Ideal Types." Close approximations to these Ideal Types should increase the probability of successful mentoring experiences. They suggested the following characteristics:

Mentor--exceptionally knowledgeable of subject area

enthusiastic

effective as communicator

effective as listener

caring

flexible

having a sense of humor

believing in protege's worth

temperate in advising

Protege--enthusiastic about subject area

responsible

perceptive

receptive to new ideas

having a sense of humor

capable of sustaining a relationship

Relationship--"In the Ideal Type Mentorship...the roles of reference source, teacher and facilitator, counselor, friend and nurturant force for creativity are all accomplished" (p. 6).

Educational mentoring occurs at all levels of the academic spectrum. It takes on many different forms and serves a variety of educative purposes. While several different types of educational mentoring relationships will be described in this review of literature, the primary emphasis will be on the mentoring of beginning teachers.

#### At-Risk Students

"Department of Education figures show that 30% of high school students fail to earn a diploma" (Willbur, 1989, p. 48). For that reason, mentoring programs designed to increase the retention rate of students who are at risk for dropping out of high school are springing up across the country. For example, Portland, Oregon, is the site of a program which pairs female minority high school students with working women who can serve as role models and offer career counseling. The at-risk students are encouraged to finish high school and to think of themselves as capable of performing meaningful work when they reach adulthood



(Faddis, 1986).

In Chicago, Illinois, a program called "Keep Youth in School" pairs a college mentor with an at-risk high school protege. The program attempts to keep students in high school through a work/study program. The college student mentors act as tutors and friends who encourage the younger students to set goals and to make plans for their futures (Payne, 1987; Smith, 1987).

New York City has a dropout rate of 45% (Lanier, 1986). A program administered through the Bronx Community College of the City University of New York attempts to ameliorate the problem by bringing at-risk students between the ages of 14 and 17 to the college campus for classes. These students are mentored by CUNY undergraduate students who tutor their mentees, take them shopping and to cultural and sporting events, and, in general, introduce them to the world of students who have not dropped out (Lanier, 1986; Richardson, 1986; Silverstein, 1986).

Such mentor/tutor programs as those described are very important in the battle to keep students in school. In addition to helping with the dropout problem, using mentor/tutors in schools has the added benefit of being "a very effective way of tackling the literacy challenge" (Willbur, 1989, p. 50).

#### Gifted/Talented/Creative (GTC) Students

Haensly (1989) described educational mentoring as "a pedagogical quintessence" (p. 25). As such, in a well-designed

mentoring program, mentors and proteges form an interactive unit in which they freely exchange knowledge, ideas, and expertise (Edlund & Haensly, 1985). In this respect, perhaps no mentoring relationship can be more fulfilling than the mentoring of a gifted, talented, and/or creative young person. When such a child is "linked with a supportive mentor, the results can...be phenomenal" (Shaughnessy, 1986, p. 152).

Experts in the field of gifted education often suggest that the talents of such children should begin to be nurtured through enrichment activities in the preschool years (Gallagher, 1975; Renzulli, 1977; Jenke, 1986) as their "creativity can be squashed by third or fourth grade and may never return" (Shaughnessy, 1986, p. 153). Another rationale for such early intervention is "that an enrichment mentoring program for the young gifted child [is] of benefit because it form[s] good habits of functioning and thinking, and perhaps avoid[s] the problems of later underachievement" (Jenke, 1986, p. 135). One suggested method for providing such enrichment is through the use of mentors. Gray (1984) and Gray and Gray (1986) have suggested that a possible source of such mentors could be students enrolled in teacher training programs.

Programs designed for gifted elementary students also often make use of university students as mentors (Schatz, 1986; Gray & Gray, 1986). Schatz (1986) feels that "such relationships may be of crucial importance in a young person's life" (p. 139) because they allow for the development of personal ties and insights

outside the realm of the normal school environment.

GTC high school students may be mentored toward a rich variety of end results such as the enhancement of leadership potential (Davis, 1986) or career decision-making skills (Davis, 1986; Silrum & Pullen, 1986; Haensly, 1989). They may also be helped to choose among educational opportunities (Davis, 1986; Silrum & Pullen, 1986) or to develop special talents in specific areas, such as science (Subotnik, 1987). The goal of the experience may be to heighten their aspirations (Wenn, 1986), increase their range of experiences (Wenn, 1986; Lucas, 1989), or broaden their knowledge base (Deppeler, 1986). They may be mentored by business executives (Davis, 1986; Haensly, 1989), scientists (Subotnik, 1987), governmental officials (Wiegand, Brown & Thayer, 1986), university personnel (Silrum & Pullen, 1986), or any number of other professionals (Silrum & Pullen, 1986; Haensly, 1989). Their mentors can be community volunteers (Silrum & Pullen, 1986; Wenn, 1986; Deppeler, 1986) or retirees from a multitude of backgrounds and areas of expertise (Lucas, 1989).

A proposed method for mentoring high school students is through the use of the Renzulli (1977) Enrichment Triad Model (Gray & Gray, 1986; Wiegand et al., 1986; Haensly, 1989). As suggested by the title, Renzulli's approach to gifted education has three phases:

- (1) Exploration--The student seeks information in the area of

his chosen topic or field.

(2) Stimulation of higher level thought processes--The student is encouraged to analyze the information he has found, synthesize it into a cohesive whole and evaluate its significance to his purposes.

(3) Production of a project--"Students create a major culminating project which extends from their...experiences and functions as a synthesis of their skills and observations under the tutelage of a...mentor" (Wiegand et al., 1986, p. 172).

#### Higher Education Students

A mentor is considered to be a person with whom a novice professional or 'protege' has a special relationship. A mentor is an influential person who significantly helps the protege achieve major life/career goals. In academia, these goals may be advanced degrees, tenure, promotion and other achievements. By having power--through whom or what he or she knows--the mentor promotes the protege's welfare, training and career. Thus, a member provides significant learning support and encouragement as the protege strives to attain success within the chosen professional arena (Brooks & Haring-Hidore, 1987, p. 4).

In fulfilling the roles normally associated with mentoring, mentors can have a significant impact on the academic accomplishments of students enrolled in institutions of higher education. Mentors, for example, can be a source of encouragement for minority students who often need guidance in mastering unfamiliar bureaucratic procedures (Daniel, 1989; James, 1989). They can help older students to overcome the emotional barriers which sometimes stand in the way of their

successful reentry into academic endeavors (Daloz, 1987). Students who are enrolled in graduate-level courses can serve as mentors to undergraduate students who might otherwise see themselves only as bodies in an enormous lecture section (Harris & Brewer, 1986).

Mentors (either faculty members or successful alumni) are often in positions to counsel their proteges and to help shape their career decisions (Jarmick & Trail, 1986; Gillespie, 1989; Touch that lasts, 1989). As students nearing the completion of an educational goal, doctoral students are often mentored, particularly during the dissertation phase of their program (Fagan & Walter, 1982; Papa-Lewis, 1987; Endsley & Giles, 1988).

Daniel (1989) suggested that mentoring of students involved in higher educational pursuits can be very easily accomplished. Her advice: "Accept them...Then take them from where they are to somewhere else. Believe that they are capable...Recognize that they're different...When students are bound...free them with ideas" (p.11).

### Collegial Mentoring

Collegial mentoring, often referred to as peer coaching, consists of pairs of teachers who work together toward a common goal--improving their educational practices. Collegial mentoring differs from other forms of mentoring in that it exists between equals. Neither participant is in a more powerful position than his mentoring partner. The roles of mentor and protege are

frequently traded between the two members of the coaching team. Thus, while remaining colleagues, they can satisfy the specific needs of experienced teachers for coaching at certain crucial points in their professional careers (Kent, 1985; George, 1989).

Peer coaching can be invaluable when an experienced teacher changes jobs (becomes a counselor, for example) or grade levels (Egan, 1986a; Shulman, 1988). In such circumstances, peer coaching "represents one way of providing a form of much needed support" (Fenelon speaks, 1987, p.1) with one teacher acting as an advisor to another (George, 1986).

Collegial coaching allows its participants a forum in which to discuss important elements of their curriculum scope and instructional practices (Little, 1985; Entry Year Assistance Program, 1986). It encourages peers to help each other to acquire new techniques and to develop new teaching strategies. It provides a relatively risk-free haven in which they can practice those skills and ideas and hone them to perfection (Showers, 1985). Each member of the coaching pair has the benefit of a colleague to provide reflective feedback on his progress and to offer him positive support for his efforts (Joyce & Showers, 1982). Thus, the peers have the advantage of assistance from accessible colleagues with whom they have an already established rapport (Krajewski & McCumsey, 1984; George, 1989). At the same time, "opportunities provided for professional teacher growth by means of collegial support alleviate classroom isolation, which can be detrimental to teacher satisfaction and development"

(Taylor, 1987, p. 27).

Such mentoring, of course, is not limited to elementary and high school teachers. According to Bergen and Connelly (1988), when a collegial research mentoring model is put in place at the university level, faculty members who participate increase their levels of research work, publication output, and grant reciprocity.

### Beginning Teachers

While educational mentoring may begin during the university training practicum (Eng, 1986; Stahlhut et al., 1987), it is more often initiated during the beginning teacher induction process. Consequently, "teacher induction" is a familiar phase in the literature of education today" (Stewart, 1986, p.35).

The induction period refers to the phase in the teacher's career following university graduation and preceding career teacher status or full certification (Grant & Zeichner, 1981; Hall, 1982; Johnston & James, 1986). Induction is now a legislated part of teacher training in approximately 18 states (Thies-Sprinthall, 1986). Induction programs are set in motion with the hope of providing a transition period during which beginning teachers are encouraged to develop effective teaching strategies. They are also designed to help alleviate many of the problems often experienced by beginning teachers and by the teaching profession as a whole. Such support is critically important in helping the

neophyte internalize those skills associated with effective practice and cope with the anxiety of occasional failure. Without it, first year teachers may become overly discouraged and may prematurely abandon their teaching careers. Still others, who remain in the profession, may unwittingly adopt a compendium of 'survival' strategies that later galvanize into a teaching style which militates against their ever becoming effective teachers (Zaharias & Frew, 1987, p.49).

Leslie Huling-Austin (1986) has noted four recurring goals of beginning teacher induction programs:

(1) "To improve teaching performance" (p.2). The first year of teaching is widely recognized as an extremely difficult and traumatizing experience for many beginning teachers (Grant & Zeichner, 1981; Hawley, 1986; Hoffman et al., 1986). Their movement into the profession can be facilitated by all-out efforts to make them "as effective and successful as possible as soon as possible" (Alleman, 1989, p.9).

Too often beginning teachers are expected to enter the teaching profession with a complete repertoire of teaching skills (Fagan & Walter, 1982). " Fully responsible for the instruction of his students from his first working day, the beginning teacher performs the same tasks as the twenty-five year veteran. Tasks are not added sequentially to allow for gradual increase in skill and knowledge...If it is true that too much anxiety retards learning, some beginning teachers will have difficulty making accurate perceptions and thoughtful decisions" (Lortie, 1975, p. 72) during the critical induction period when they will be shaping the attitudes, skills and strategies that will govern



their entire teaching career (Grant & Zeichner, 1981; Egan, 1986b).

Therefore, teacher induction programs must concentrate on meeting the needs of the beginning teacher (Grant & Zeichner, 1981; Rauth & Bowers, 1986). Most commonly this help is provided by a veteran teacher, a mentor, who has been assigned to structure a support program to meet the specific needs of the beginning teacher, the protege (Huffman & Leak, 1986). Most often new teachers ask for assistance in developing instructional strategies, understanding school system procedures, and finding resources and materials. Thus, while a consistent secondary need is for an empathetic listener who provides emotional support for the novice, the beginning teacher is most concerned with those areas which directly reflect on his teaching performance (Odell, Loughlin & Ferraro, 1986-87).

(2) "To increase the retention of promising beginning teachers during the induction years" (p. 3). In the United States, severe teacher shortages appear to be on the horizon (Huling-Austin, 1986). Few students are entering the teaching profession, while large numbers of current teachers are leaving (Hawley, 1986). For example, in 1981 institutions of higher education in the U. S. graduated only 1,400 students who were certified to teach math or science, while approximately 18,000 teachers left these fields in 1982 (Incentive Programs for Teachers, 1987). The National Center for Education Statistics has predicted that between 1989 and 1993 school systems will need

to employ approximately one million new teachers (Hawley, 1986).

Since the teaching profession currently faces an attrition rate of 40% to 50% during the first seven years of employment (Huling-Austin, 1986), one obvious method for alleviating the predicted shortage crisis is to increase efforts to retain those teachers who do enter teaching. To that end, school systems have begun to set up retention support programs for new teachers such as those found in New York City, (Voice of experience, 1987), San Francisco (Brown & Wambach, 1987) and Washington, D. C. (Incentive Programs for Teachers, 1987). All three of these programs, and others like them, emphasize the use of mentors to assist new teachers as a primary means for retaining the services of skilled new professionals who choose to enter teaching.

(3) "To promote the personal and professional well-being of beginning teachers" (p. 4). The first year of teaching can be a time of intense distress during which neophytes face harsh situations and potentially overwhelming problems while functioning in a state of isolation (Pataniczek & Isaacson, 1981). Isolation is such a severe problem for neophytes that it is frequently discussed at length in the literature of beginning teachers. New teachers are physically isolated by an individual classroom teaching structure that separates them from their peers (Lortie, 1975; Pataniczek & Isaacson, 1981; Huffman & Leak, 1986; Huling-Austin, 1986; Zaharias & Frew, 1987). They are psychologically isolated by their fear that asking for help will make them appear incompetent (Grant & Zeichner, 1981; Egan,

1986a; Zaharias & Frew, 1987) and by the belief of many experienced teachers that a "trial by fire" is a normal, necessary part of induction (Pataniczek & Isaacson, 1981; Zaharias & Frew, 1987).

Beginning teachers are often shocked because they enter teaching with an idealism which they find difficult to maintain in the face of the reality of the classroom situation (Brown & Wambach, 1987; R. N. Weber, 1987; Wubbels, Creton & Hooymayers, 1987). The resulting disillusionment frequently leads to an attitudinal negativism and a disciplinary harshness which tend to make new teachers much less effective than they might be otherwise (Krajewski & McCumsey, 1984; Brown & Wambach, 1987).

Well-constructed induction programs can, it is hoped, reduce the new teacher's feelings of loneliness and isolation (Shulman, 1986). Mentor teachers are an obvious help in that they provide a risk-free source of information and comradeship (Mentors keep interns on course, 1987). The mentor can also strive to guide the protege in order to alleviate stresses which can result in tension, disillusionment, and resultant negativistic classroom practices (Krajewski & McCumsey, 1984).

A critical warning related to this goal is that it is important that new teachers be supported in ways that foster their development and improvement and not just be made to feel better regardless of their performance... Just making teachers feel better, in and of itself, is not a sufficient contribution to justify the existence of induction programs (Huling-Austin, 1986, p. 4).

(4) "To satisfy mandated requirements related to induction and certification" (p. 4). Most induction programs contain a

number of mandated requirements, which generally define the limits of minimal achievement (Huling-Austin, 1986) and tend to concentrate on a defining of the programmatic assessment provisions (Hoffman et al., 1986). Assessment criteria thus come to determine the teaching skills which attain prominence in the mind-sets of beginning teachers (Thies-Sprinthall, 1986). Program compliance also tends to deal more substantively with assessment than with assistance (Hoffman et al., 1986), increasing the likelihood that program facilitators will concentrate their efforts on paperwork requirements while neglecting the original intent of the program which was to help beginning teachers (Huling-Austin, 1986). As assessment criteria are often reductionistic, static, stylized and pressure inducing, there is a danger that they may, in fact, reduce the capacity of the beginning teacher to teach effectively (Thies-Sprinthall, 1986; Rauth & Bowers, 1986). Hoffman et al. (1986) have found, "in cases where no strong team leadership appeared, the induction program seldom rose above the procedural compliance level...For many of our beginning teachers, the most positive force on their experience was the peer or support teacher" (p. 19).

Fortunately, one feature common to almost all induction programs is the assignment of a mentor teacher to guide the novice and to help the program meet its goals (Driscoll, Peterson & Kauchak, 1985). Regardless of the other problems induction programs may experience, the mentoring aspect is consistently judged to be a positive benefit of the program (Grant & Zeichner,

1981; Andrews, 1986; Hoffman et al., 1986; Godley, Wilson & Klug, 1986-87; Zaharias & Frew, 1987). "Teachers who are just starting out have particular needs that can be met only by developing solid relationships with their colleagues" (Krajewski & McCumsey, 1984, p. 6). Mentors who are knowledgeable and empathetic and who act to support the mentee (Koteweg, 1986) can make the transition of beginning teachers from college students to educational professionals a much smoother and less disillusioning process than it would be otherwise (Egan, 1986b; Johnston & James, 1986).

In the literature, a mentor is defined in many ways:

- "an experienced adult who befriends and guides a less experienced adult" (Fagan & Walter, 1982, p. 113)
- "a trusted and experienced supervisor or advisor" (Krupp, 1985, p.154; Krupp, 1987, p. 35)
- "a 'master teacher' who would presumably act as a source of support, advice and inspiration for the intern" (Egan, 1986b, p. 3)
- "a respected member of that teaching community and having the ability to communicate effectively with a fellow teacher" (Entry Year Assistance Program, 1986, p. 6)
- "historically ... a trusted guide and counselor" (Galvez-Hjornevik, 1986, p. 6)
- "one who is experienced and trusted, who advises, teaches and trains relative newcomers to the profession"--Tennessee State Department of Education (Johnston & James, 1986, p. 7; James,

1987, p.5)

-- "an experienced teacher who is a master of the craft of teaching and is personable in dealing with other teachers"

(Zimpher et al., 1986, p. 8)

--"influential persons who helped proteges achieve their life goals" (Godley et al., 1986-87, p. 66)

-- "a competent and experienced teacher" (Brown & Wambach, 1987, p. 6)

--"a master educator who is respected by the educators in the system and the community" (Fuller, 1987, p. 37).

All of these definitions share the element of experience, and require the mentor to be a recognized master teacher. In addition, mentor teachers are expected to possess skills which allow them to provide many types of assistance to beginning teachers. They must assume varied mentor roles and be prepared to aid their proteges in areas of personal development.

Sarah Taylor (1985) lists the following categories of assistance which mentors may provide to other teachers:

lesson planning

teaching methods

resources for lessons

demonstration teaching

student evaluation

creation of appropriate learning environments

classroom management

test analysis and interpretation

preparation of school reports  
parent communication  
fulfillment of committee assignments.

In North Carolina (North Carolina Initial Certification Program, 1985; Hawk, 1986-87), as well as other states such as Kentucky (Sultana & Leung, 1986), Nebraska (Entry Year Assistance Program, 1986), and New York (J. Weber, 1987), mentor teachers are asked to conduct classroom observations in their efforts to assist beginning teachers.

In her California study, Taylor found that mentors provided assistance to the most teachers in the areas of resources for lessons, curriculum development, and teaching methods. She also found that the smallest number of teachers were provided assistance in the area of preparation of school reports (1985; 1987).

Schein (1978) has identified eight mentor roles:

confidant  
positive role model  
teacher  
developer of talent  
door opener  
protector  
sponsor  
leader

Gehrke and Kay (1984) further validated these categories in a retrospective questionnaire and interview study involving 300

teachers. 41 of whom were interviewed. They found that educational mentors most frequently fulfilled the roles of teacher and confidant. They were least frequently viewed as leaders. Another study conducted by Boser and Wiley (1987) also made use of Schein's work to study mentor roles. Their results were compatible with those of Gehrke and Kay, again finding confidant and teacher to be the most often cited roles. In their study, leader was tied with talent developer as the roles least often assumed by mentors.

In an educational case study of 25 mentor-protege pairs, Alleman (1989) concluded that proteges believe that their mentors have had a significant impact on their personal development. Fagan and Walter (1982) found that teacher proteges were helped by their mentors in several personal development areas:

- developing self-confidence
- listening to protege ideas
- encouraging creativity
- understanding the school administration
- working with others

Their study showed that mentors functioned most successfully in the areas of listening to ideas and encouraging creativity. They were least helpful in the category of helping proteges to work with other people.

Successful mentors are able to "enhance their mentoring with both pedagogical and affective supports" (Sacks & Wilcox, 1986, p. 122). They can often stimulate improvements in curriculum and instruction (Wagner, 1985). However, mentoring is not without



its problems. It is plagued by the institutional compartmentalization of schools, teacher dissatisfaction with the career, and the relative powerlessness of the teaching profession (R. N. Weber, 1987). Many mentors have difficulty finding time to work with their proteges and complain of exhaustion (Gilligan, 1986). They must support their proteges while providing them with challenges and a vision of education (Gray, 1987a). Through all, the relationship must remain fluid and allow for changes over time. "In general the relationship becomes less hierarchial, more collegial, more informal, and in some cases, warm and friendly" (Clemson, 1987). Finally, the relationship must end.

#### Retirement Party

Good bye, old brother,  
Ancient Greek,  
Friend of Odysseus,  
Old man of the road.  
Who lent me your hand.  
Veteran navigator  
Who led me through rapids,  
Pointed me safe to land.  
Tapped my wavers toward balance,  
Left me independent,  
This lonely final stand.

### CHAPTER III

#### OUTLINE OF PROCEDURES

The purpose of this research was to conduct an internal review of the progress of the Wilkes County Mentor Teacher Program three years after its implementation. The research was designed to answer the following research questions:

1. What is the profile of the Wilkes County mentor teacher?
2. How have mentors aided the development of the proteges to whom they were matched?
3. Was the performance of mentoring duties perceived differently by mentors, mentees, principals, and central office personnel?
4. Did mentor teachers derive satisfaction from their roles as mentors?
5. Are mentoring services perceived as helpful in improving the quality of instruction in the Wilkes County School System?
6. What were the major difficulties experienced by Wilkes County mentors during the performance of their mentoring responsibilities?

The research design conceived for answering these questions was evaluative and descriptive in nature. It assessed the current status of the Mentor Teacher Program as a result of its guidelines ,both state and local, and implementation. The program was examined as it existed with no experimental controls being imposed.

Wilkes County, North Carolina, was chosen for program review at the request of the Director of the Initial Certification Program. He expressed an interest in obtaining information that would enable him to make knowledgeable choices concerning the future emphasis and design of the support program offered to initially certified personnel.

Wilkes County is a rural school system located in the Appalachian foothills of western North Carolina. The system has approximately 10,000 students being instructed by approximately 600 teachers. Students from 15 elementary schools and one junior high feed into four high schools. The minority student population is almost exclusively black and stands at only about 6%. Per pupil expenditure is \$3,626, including both state and local funding. Student achievement as tested by the California Achievement Test is higher than the national norm at all grade levels.

The basic research questions to be answered involved the collection of demographic data, opinions and perceptions. Questionnaire surveys were deemed to be the appropriate data collection method. The questionnaires required self-reporting by the members of the 1987-88 Wilkes County Initial Certification teams--mentor teachers, principals, central staff personnel, and initially certified persons. The questionnaires composed a census survey in that all team members (all members of the population) were surveyed.

Questionnaires which were designed to answer several of the

proposed research questions were found to have been previously developed by Sarah E. Taylor, Ed.D., who sought much the same kind of information as required to answer the research questions in this study: mentor teacher profile, selection procedures, role satisfaction, and helpfulness perceptions. She used the questionnaires in her doctoral dissertation entitled Mentor Teachers in Selected Districts in Northern California: Profile, Selection, and Responsibilities (1985). Dr. Taylor gave both oral and written permission to use the questionnaires (Appendix B).

The questionnaires were changed as necessary to make the language consistent with North Carolina Initial Certification Program linguistics. Some questions were edited and others added to construct questionnaires specific to the present purposes. Although the base questions had been validated, pretested, or reviewed for content during Dr. Taylor's study, the restructured questionnaires were again presented to mentors, former mentees, principals, and central office personnel for further content validation. Their recommendations were incorporated into the design of the questionnaires. Permission was obtained from the Wilkes County administrative offices to conduct a pilot study and a research study in the Wilkes County School System (Appendix C).

The pilot study was conducted with participants drawn from the 1985-86 and 1986-87 Wilkes County Initial Certification Teams. The team members who participated in the pilot study were not participants in the actual research study.

During the pilot study all 1985-86 and 1986-87 team members who were not also 1987-88 team members and who were still employed by Wilkes County Schools or who could be contacted by direct mailings were sent questionnaires (Appendix D--cover letter). The return rate was 89.3% (Appendix E). Three weeks later, these same previous initial certification team members were sent second shorter questionnaires (Appendix F) in order to determine a matched reliability for Likert scale and Semantic Differential Scale questions since Dr. Taylor reported no reliability rating in her study. The return rate was 96.4%. The return rate of usable questionnaires for both mailings combined was 89.3% (Appendix E).

The exact match reliability rating was found to be 70%. If low end ratings (1 and 2) and high end ratings (4 and 5) were grouped the reliability rose to 85%. Answers which varied + or - 1 produced a reliability rating of 95%. The questionnaires' reliabilities were considered adequate to proceed.

The questionnaires were thoroughly analyzed for unclear or ambiguous wording. The responses were studied extensively to insure their applicability to the research questions.

The final questionnaires contained a combination of structured and unstructured items. Where possible, structured questions were used for ease of response and data tabulation. Some research questions, however, required the use of unstructured items. These unstructured questions were designed to add depth and insight to participant responses.

Once the questionnaires (Appendix G), were finalized copies were sent to the 1987-88 Initial Certification Team members. A cover letter (Appendix H) was attached to each questionnaire. Two self addressed envelopes were also provided. The questionnaire was returned in one envelope. A form indicating the mailing of the questionnaire was sent in the second envelope. This procedure guaranteed anonymity to the study participants.

Two weeks after the deadline for returning the original questionnaires, follow-up questionnaires were sent to those team members who had not responded. A personal note was attached to each. The final return rate was 93.5%.

Preliminary analyses of the returned questionnaires were used by the researcher as the basis for a presentation at the 1989 North Carolina Mentoring Conference. Feedback and audience questioning at the conference were used by the researcher as an aid for further refinement of her data analysis process. A copy of the Mentoring Conference handout (Appendix I) was sent to each person who provided responses to questionnaires in either the pilot or final study.

The final analysis of the questionnaires involved a combination of differential and inferential statistical procedures.

CHAPTER IV  
ANALYSIS OF DATA

This study was conducted for the purpose of providing a Mentor Teacher Program review for the Wilkes County, North Carolina School System. Data were collected through four questionnaires sent to four groups within the school system: mentor teachers, proteges, principals, and central office personnel. The overall return rate was 93.5% (Table 1). The exceptionally high return rate was the result of the interest the director of the program expressed to principals, central office personnel, mentors, and mentees in obtaining questionnaire responses from all Mentor/Support Team members. The director's involvement was enhanced by my personal relationship with each individual who was surveyed.

Table 1

<u>Questionnaire Return Rates</u>			
	Sent	Returned	Return Rate
Mentor teachers:	46	42	91.3%
Proteges:	43	39	90.7%
Principals:	18	18	100%
Central office personnel:	<u>17</u>	<u>17</u>	<u>100%</u>
Total:	124	116	93.5%

The information garnered from the responses to the questionnaires was used to answer six research questions. The research data are presented through a statement of each research question, a synopsis of the portions of the questionnaires appropriate to that question, and analyses in tabular and verbal formats of the appropriate collected data.

Research question 1: What is the profile of the Wilkes County mentor teacher, including demographic data and selection?

Questions 1 through 14 from the Mentor Teacher Questionnaire and questions 1 and 2 from the Assisted Teacher Questionnaire (Appendix G) were used to answer research question 1. These questionnaire portions concerned the age and sex of the mentors and mentees who were surveyed. Mentors were asked to detail their professional experiences, teaching positions, and future goals. Mentors also answered questions about the mentor selection process and the governance of mentoring responsibilities.

The mean age of Wilkes County mentors was found to be 41.0 years while the mean protege age was 31.0 years (Table 2). Over 73% of the Wilkes County mentors and over 78% of the mentees were female (Table 3). While memberships ranged from a low of zero to a high of seven, most mentors had joined three professional organizations, and 40.5% of them held at least one elected professional office (Table 4). A list of the professional organizations to which Wilkes County mentors belonged is provided in Appendix J.



Table 2

Age

	<u>Mentors</u> (n=41)	<u>Mentees</u> (n=39)
range:	31 years to 50 years	23 years to 52 years
mean:	41.0 years	31.0 years
median:	39.8 years	25.8 years
bimodal:	39 years (n=7) 38 years (n=6)	24 years (n=9)

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Table 3

Sex

	<u>Mentors</u> (n=42)		<u>Mentees</u> (n=37)	
	%	n	%	n
males	26.2	11	21.6	8
females	73.8	31	78.4	29

Table 4

Professional InvolvementMentor Membership in Professional Organizations: (n=42)

range: 0 to 7 professional organizations

mean: 2.9 professional organizations

median: 2.9 professional organizations

mode: 3 professional organizations (n=11)

Professional Offices Held by Mentors: (n=42)

	%	n
Mentors holding one professional office:	38.1	16
Mentors holding two professional offices:	<u>2.4</u>	<u>1</u>
Mentors holding at least one professional office:	40.5	17

Most Wilkes County mentors were educated at Appalachian State University, Boone, North Carolina, where they majored in elementary education. They obtained their undergraduate degrees between 1960 and 1979. Sixty-nine percent of the mentors held degrees above the undergraduate level. Once again the modal institution was Appalachian State University with graduation dates ranging from 1965 to 1989. A tabular description of the mentors' professional education experiences is provided in Table 5. A listing of undergraduate and graduate institutions, majors, and minors is provided in Appendices K and L, respectively.

Table 5

Professional EducationUNDERGRADUATE EDUCATION: (n=41)Institution

mode: Appalachian State Univeresity (n=21)

Major

mode: Elementary education (n=12)

Minor

mode: Education (n=8)

Graduation year

range: 1960 to 1979 mode: 1971 (n=6)

GRADUATE EDUCATION: (n=29)Degrees above undergraduate level: 69.0% (n=29)

Master's degree: n=26

EdS/CAS: n=3

Institution

mode: Appalachian State University (n=18)

Major

bimodal: Reading (n=5)

Middle grades education (n=4)

Minor

mode: Education (n=5)

Graduation year

range: 1965 to 1989 bimodal: 1977 (n=3)

1989 (n=3)

Wilkes County mentors have taught between eight and 29 years with a mean of 17.8 years. The mean length of teaching service to Wilkes County was 16.0 years. The average time for a mentor to have spent in his/her current assignment was 11.1 years. The average mentor salary was \$25,513, although several mentors were paid considerably less (Table 6). A listing of professional honors received by mentors is provided in Appendix M.

Table 6

Professional Experience and Salary

Years in Teaching: (n=42)

range: 8 years to 29 years

mean: 17.8 years

Years in Wilkes County School System: (n=42)

range: 5 years to 29 years

mean: 16.0 years

Years in Current Assignment: (n=41)

range: 1 year to 29 years

mean: 11.1 years

Salary: (n=37)

range: \$20,000 to \$36,000

mean: \$25,513

median: \$25,062

mode: \$22,000 (n=5)

While the modal major was elementary education, the modal grade level assignment was for grades 9-12. The subjects taught

by high school mentor teachers were diverse. Several teaching specialities were also represented (Table 7). The broad array of teaching talents represented in the pool of mentors would seem to be of benefit to the mentees currently entering the teaching field. The prospects for retaining trained mentors look hopeful as 83.3% of the mentors who responded to the questionnaire intended to remain in teaching at least for a while (Table 8).

Table 7

<u>Teaching Areas</u> (n=41)	
<u>Grade levels taught</u>	n
Preschool:	1
K-3:	5
4-6:	7
2-8 (remediation):	1
6-8:	3
9-12:	22
K-12 (exceptional children):	2
<u>Subjects taught (grades 9-12)</u>	n
Science:	6
Vocational education:	6
English:	5
Math:	5
Computer science:	2
Social studies:	2
<u>Specialities</u>	n
Academically gifted:	3
Advanced placement:	2
Remediation:	2
Handicapped education:	1
School psychology:	1

Table 8

Future Professional Goals (n=42\*)

	%	n
Remain a classroom teacher:	83.3	35
Become an administrator:	11.9	5
Pursue other goals in education:	9.5	4
Pursue goals outside education:	7.1	3

\*Some marked more than one response.

While some of the mentors expressed an interest in the program and some were recommended by fellow teachers, only two mentors were designated for mentor training without having been nominated by their administrator (Table 9). The mentors were evidently very satisfied with this method of administrative selection as 18 mentors gave the fairness and comprehensiveness of the selection process the highest rating available on a designated scale of 1 to 5 (Table 10). The mentors did, however, have some suggestions for improving the selection process. Those recommendations can be found in Appendix N.

Table 9

Selection: Method of Designation for Mentor Teacher (n=41)\*

	%	n
Nominated by administrator:	95.1	39
Indicated interest orally:	9.8	4
Nominated by another teacher:	7.3	3
Other:	4.9	2

\*Some marked more than one response.

Table 10

Fairness and Comprehensiveness of Selection Process (n=41)

(1=low degree to 5=high degree)

	1	2	3	4	5
frequency of responses:	4	2	12	5	18
mean:	3.76				
median:	4.00				

Mentor teachers entered the area in order to provide service to the profession, seek professional challenges, and diversify their duties as shown by Table 11. The particularly low rating and response rate (n=33) for stipend can perhaps be explained by a later questionnaire response indicating that none of these mentors received a stipend for their work. They have, nevertheless, fulfilled their mentoring roles for an average of 4.26 semesters (Table 12).



Table 11

Reasons for Seeking Mentor Teacher Classification (n=41)

(Scale of 1=little importance to 5=much importance)

	Range	Mean	Median	Mode	Modal n
Professional challenge	1 to 5	3.66	3.71	3	13
Service to profession	1 to 5	3.88	3.96	4	14
Stipend (33 responses)	1 to 5	1.73	1.22	1	23
Status and recognition	1 to 5	2.42	2.33	1	13
Upward career mobility	1 to 5	2.88	2.71	1	12
Diversification of duties	1 to 5	2.83	3.04	4	13

Table 12

Length of Time as a Mentor Teacher (n=42)

Frequency of Responses:

semesters:	1	2	3	4	5	6	7
n:	0	10	6	7	7	6	6

mean: 4.26 semesters

median: 4.21 semesters

Interestingly, mentors seemed to be relatively unaware of other designated mentors and to have worked with little outside influence over their responsibilities. The mentors responding to the Mentor Teacher Questionnaire reported a mean of 5.03 mentors per school, while the program director reported a mean of only 3.86 mentors per school. Twenty-one mentors indicated that they themselves exercised "much influence" over their duties. The

only major outside input appeared to come from the mentors' school administrators (Table 13).

Table 13

Influence on Mentor Teacher's Responsibilities (n=41)

(1= little influence to 5= much influence)

	Range	Mean	Median	Mode	Modal n
Administrator	1 to 5	3.59	3.75	4	14
Mentor	3 to 5	4.35	4.55	5	21
Local school board	1 to 4	1.47	1.14	1	26
Central office personnel	1 to 5	2.38	2.20	1	13

Research question 2: How have mentors aided the development of the proteges to whom they were matched, including time allotments to mentoring responsibilities, areas of assistance to mentees, benefits to personal development of mentees, and assumption of mentoring roles?

Research question 3: Was the performance of mentoring duties perceived differently by mentors, mentees, principals, and central office personnel?

Data collected by questions 15 through 24 from the Mentor Teacher Questionnaire; questions 3 through 6 from the Assisted Teacher's Questionnaire; and questions 1, 2, and 3 from both the Principal's Questionnaire and the Central Office Personnel

Questionnaire (Appendix G) were used to answer research questions 2 and 3.

Mentors and mentees were asked to estimate the number of hours mentors devoted to mentoring responsibilities. In addition, mentors estimated the percentages of that time that were devoted to various mentoring activities. They were also asked the percentages of their mentoring time that they felt should be devoted to those activities. All four groups were encouraged to complete checklists of types of assistance provided to the mentees, personal development areas in which the mentors benefited the mentees, and mentor roles the mentors performed for the mentees. Mentors were asked when they performed their mentoring responsibilities and the number of days substitute teachers were provided to release them for mentoring duties. They were also questioned concerning stipends and regular mentoring release time.

The mentors indicated that they had devoted an average of 16.3 hours per semester to their mentoring responsibilities, while the mentees they served felt that those same mentors had devoted only an average of 6.0 hours per semester to their mentoring duties. By applying a  $t$  test for differences between means,  $t=3.491$ , the difference was found to be significant at the .001 level of significance. Mentors estimated the time that they spent mentoring to be significantly higher than the time estimates of the mentees. Possibly, mentees were unaware of the time involved in behind-the-scenes activities, such as record

keeping. Another explanation could be that since mentees had not been trained in what to expect from mentors, they were not always aware that they were being mentored. They may have seen the mentors simply as helpful fellow teachers.

Mentors reported an extremely broad range of one and one-half hours to 275 hours of time spent on mentoring duties since their designation as mentor teachers. As noted in the discussion of research question 1, their length of service ranged from two semesters to seven semesters, hardly accounting for such an extraordinary time differential.

In order of descending time expenditures, mentors indicated that they worked with their mentees during the school day, following student dismissal, on workdays, before the beginning of the school year, after the close of the school year, and on weekends. The 42 mentees responding had a total of eight full days and 75 partial days during which substitutes were provided in order for them to fulfill their mentoring tasks. In addition, three mentors were provided mentoring release time on a regular basis. None of the three required substitutes.

While the mentors felt that they spent more time assisting teachers (average mean of 40.1% for new teachers, teachers new to assignment, and lateral entry teachers) than in any other category given in Table 14, they indicated a desire to increase their time expenditures in that area. Table 15 shows 67.9% as the mean percentage of time that the mentors believed should be devoted to assisting teachers. All of the mentors responding to

the questionnaire felt that assisting teachers should be a function of mentoring with the minimum suggested percentage of time being 35. The high percentage of time spent in the category "other" (mean 35.0%) as shown in Table 14 is reflective of the method of computation of percentages. Only those mentors who reported time spent on the indicated activity were considered. The percentages detailed in Table 14 thus provide a picture of how those mentors who actually engaged in the activity spent their mentoring time. The remarks in the blank provided beside "other" indicated that those ten mentors who spent an average of 35.0% of their time in this area did not consider state-mandated observations and their related paperwork and conferences as "assisting" and, therefore, marked them under "other." Comments which were made by mentors concerning the general use of their mentoring time can be found in Appendix O.

Table 14

Percentages of Mentoring Time Spent in Various Activities

(n=39)

	range	mean*	median*	mode*	modal n
Assisting new teachers (31 responses)	10 to 100%	51.8%	50.4%	60%	6
Assisting teachers new to assignment (25 responses)	5 to 100%	34.8%	20.4%	20%	5
Assisting lateral entries (10 responses)	5 to 40%	17.5%	15.0%	10%	4
Staff development (22 responses)	5 to 70%	19.5%	17.5%	10%	6
Curriculum development (20 responses)	5 to 35%	14.5%	10.1%	10%	8
Other (10 responses)	10 to 60%	35.0%	45.0%	50%	4

\*Means, medians, and modes reflect the percentages reported by those mentors who were actually engaged in the activity.

Percentages of zero were not considered in these tabulations.

Table 15

Percentages of Mentoring Time Which Should Be Spent in Various

	<u>Activities</u> (n=39)				modal n
	range	mean*	median*	mode*	
Assisting teachers (39 responses)	35 to 100%	67.9%	69.8%	50%	12
Staff development (33 responses)	5 to 40%	17.2%	20.0%	10%	10
Curriculum development (30 responses)	5 to 40%	17.8%	19.7%	20%	10
Other (7 responses)	10 to 30%	17.9%	19.8%	10%	3

\*Means, medians and modes reflect the percentages reported by those mentors who thought the activity was an appropriate function of mentoring. Percentages of zero were not considered in these tabulations.

Table 16 shows that mentors, mentees, principals, and central office personnel agreed that 50% or fewer of mentors performed demonstration teaching, helped in student evaluation, aided in test analysis, or helped with committee assignments. They also agreed that well over 50% performed classroom observations of the mentee. If the mentee responses are eliminated, several other categories of assistance fall above 50%, including lesson planning, teaching methods, resources for learning, learning environment, classroom management, and school reports. A combining of data with each responding group being given equal weight shows that, overall, mentors provided the most assistance to their mentees by conducting classroom observations (88.6%) and helping with classroom management (80.3%). They

provided the least help with test analysis (28.0%), demonstration teaching (32.2%), and parent communication (35.1%). Further analysis of Table 16 shows that mentors (63.1%), principals (67.1%), and central office personnel (60.3%) felt that mentors performed the listed assistance categories with over 60% efficiency. Only the mentees disagreed, with an assistance rating of 35.1%.

Table 16

Categories of Assistance: Percentages

Percentage indicating that mentors performed the category of assistance:

	Mentors/ (n=42)	Mentees/ (n=39)	Principals/ (n=18)	Central/ Personnel (n=17)	Av
	%	%	%	%	%
Lesson planning	78.5	25.6	72.2	88.2	66.1
Teaching methods	90.5	48.7	88.9	70.6	74.7
Resources for lessons	73.8	38.5	83.3	76.5	67.9
Demonstration teaching	33.3	10.3	50.0	35.3	32.2
Student evaluation	45.2	28.2	38.9	47.1	39.9
Learning environment	69.0	23.1	66.7	70.6	57.4
Classroom management	81.0	46.2	100	94.1	80.3
Test analysis	42.9	17.9	27.8	23.5	28.0
School reports	66.7	46.2	94.4	58.8	66.5
Parent communication	38.1	23.1	55.5	23.5	35.1
Committee assignments	40.5	33.3	44.4	41.2	39.9
Observations	97.6	79.5	83.3	94.1	88.6
Average %	63.1	35.1	67.1	60.3	



A breakdown by responding group (Table 17) points out that those persons most intimately involved in the mentoring relationships (mentors and mentees) agreed on those areas in which the most and least assistance were provided--classroom observations and demonstration teaching, respectively. Those team members who periodically visited the mentees--principals and central office personnel--also tended to agree.

Table 17

Range of Assistance Provided to Mentees

	low category	%	high category	%
Mentors (n=42)	demonstration teaching	33.3	classroom observations	97.6
Mentees (n=39)	demonstration teaching	10.3	classroom observations	79.5
Principals (n=18)	test analysis	27.8	classroom management	100
Central office personnel (n=17)	test analysis and parent communication	23.5	classroom management and classroom observations	94.1

As seen from Table 18, mentors, principals, and central office personnel all felt that the mentors provided considerably more assistance than the mentee felt was provided. The principals, mentors, and central office personnel all believed that the mentors provided over seven of the 12 categories of assistance listed in the questionnaires (8.00, 7.64, and 7.35, respectively). The mentees checked only an average of 4.13 categories of assistance.

Table 18

Categories of Assistance: Number Checked

(Number of categories checked out of the 12 possible choices)

<u>Frequency</u>	0	1	2	3	4	5	6	7	8	9	10	11	12
Mentors:	0	0	2	2	2	2	3	9	8	1	5	4	4
Mentees:	3	4	8	6	2	3	4	4	2	1	0	1	1
Principals:	0	0	0	0	1	5	1	1	3	0	1	4	2
Central Personnel:	0	0	0	1	1	3	3	1	2	1	3	1	1

	range	mean	median	mode	modal n
Mentors (n=42)	2 to 12	7.64	7.63	7 8	9 8
Mentees (n=39)	0 to 12	4.13	3.25	2	8
Principals (n=18)	4 to 12	8.00	7.83	5	5
Central office personnel (n=17)	3 to 12	7.35	7.00	5 6 10	3 3 3

A  $t$  test between principals and central office personnel showed no significant difference between the means for the two groups,  $t=.698$  (Table 19). An analysis of variance was then determined using three groups: mentors, mentees, and principals and central office personnel (combined to form a larger administrative group). The Scheffe test was used to provide multiple comparisons among the three groups (Table 20). No significant difference was found between the means of the mentors

and the administrative group. The values of 16.14 between mentors and mentees and 14.49 between mentees and the administrative group were much larger than the critical  $t$  values of 3.418 and 3.431 at the .001 level of significance and showed significant differences. Mentees believed that they had received much less assistance than any other group felt had been provided to them. The differences in means among the other groups could have been accounted for by sampling error.

Table 19

T test Principals vs Central Office Personnel:

Categories of Assistance

Principals:  $n=18$  mean=8.00

Central office personnel:  $n=17$  mean=7.35

The  $t$  value is .698

The degrees of freedom are 33

Table 20

Analysis of Variance: Categories of Assistance

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square
Between	330.53	2	165.26
Within	910.47	113	8.06
Total	1241	115	F=20.51

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## Scheffe Tests

Comparison	F-Ratio
mentors vs mentees	16.14
mentors vs administrative group	0
mentees vs administrative group	14.49

Table 21 relates to the benefits mentors provided for mentees in the following personal development areas:

developing self-confidence

serving as a sounding board

enhancing creativity

helping the mentee to work with the school administrator

helping the mentee to work with other school personnel

Aside from mentee responses, the lowest percentage rating given by any group was in the area of enhancing creativity where only 52.4% of the mentors themselves felt that they were of help to

their proteges. Very few of the mentees felt that their mentors had been helpful to them in the areas of enhancing their creativity (17.9%) and helping them to work with other school personnel (38.5%). Looking at the overall percentages, mentors helped mentees most by serving as a sounding board (83.0%) and least through enhancing creativity (49.0%). Further analysis of Table 21 indicates that mentors, principals, and central office personnel believed that, on average, over 70% of the mentors helped their proteges in the given personal development areas. The mentees rated the benefits provided by the mentors much lower at only 47.2%. Comments can be found in Appendix P.

Table 21

Personal Development Areas: Percentages

Percentage indicating that mentors benefited proteges in the area:

	Mentors/Mentees/Principals/Central /Av Personnel				%
	(n=42)	(n=39)	(n=18)	(n=17)	
	%	%	%	%	%
Developing self-confidence	85.7	59.0	94.4	76.5	78.7
Serving as sounding board	88.1	66.7	88.9	88.2	83.0
Enhancing creativity	52.4	17.9	61.1	64.7	49.0
Helping to work with administrator	66.7	53.8	72.2	88.2	70.2
Helping to work with school personnel	69.0	38.5	88.9	70.6	68.8
Average	73.4	47.2	81.1	77.6	

All four groups agreed that mentees were of the least benefit to their mentees in the area of enhancing creativity (Table 22). Serving as a sounding board was checked most frequently by all groups except principals, who, although not rating the area as high as developing self-confidence, saw it as occurring a healthy 88.9% of the time.

Table 22

	<u>Range of Personal Development Areas</u>			
	low area	%	high area	%
Mentors (n=42)	enhancing creativity	52.4	serving as a sounding board	88.1
Mentees (n=39)	enhancing creativity	17.9	serving as a sounding board	66.7
Principals (n=18)	enhancing creativity	61.1	developing self-confidence	94.4
Central personnel (n=17)	enhancing creativity	64.7	serving as a sounding board and working with school administrator	88.2

Table 23 shows the modal number of categories checked was five out of five for all groups except the mentees where the mode was two.

Table 23

Areas of Personal Development: Number Checked

(Number of areas checked out of the five possible choices)

<u>Frequency</u>	0	1	2	3	4	5
Mentors:	1	2	5	11	8	15
Mentees:	4	6	11	9	8	1
Principals:	0	0	0	6	5	7
Central personnel:	0	0	2	5	3	7

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	range	mean	median	mode	modal $\bar{n}$
Mentors ( $\bar{n}=42$ )	0 to 5	3.62	3.75	5	15
Mentees ( $\bar{n}=39$ )	0 to 5	2.36	2.36	2	11
Principals ( $\bar{n}=18$ )	3 to 5	4.06	4.10	5	7
Central office personnel ( $\bar{n}=17$ )	2 to 5	3.89	4.00	5	7

A  $t$  test between principals and central office personnel showed no significant difference between the means for the two groups,  $t=.535$  (Table 24). An analysis of variance was then performed using three groups: mentors, mentees, and principals and central office personnel. A Scheffe test was used to provide multiple comparisons among the three groups (Table 25). No significant difference was found between the means of the mentors and the administrative group (principals and central office personnel). The  $F$  ratio values of 10.44 between mentors and

mentees and 15.59 between mentees and the administrative group were much higher than their corresponding critical  $t$  values of 3.418 and 3.431 at the .001 level of significance. These values showed significant differences to exist between the mentees and other groups. The mentees did not believe that they had received the level of personal development benefits that the other groups felt were provided to them.

Table 24

T test Principals vs Central Office Personnel:

Personal Development Areas

Principals:  $n=18$  mean=4.06

Central office personnel:  $n=17$  mean=3.88

The  $t$  value is .535

The degrees of freedom are 33



Table 25

Analysis of Variance: Areas of Personal Development

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square
Between	54.59	2	27.29
Within	173.85	113	1.54
Total	228.44	115	F=17.74

## Scheffe Tests

Comparison	F Ratio
mentors vs mentees	10.44
mentors vs administrative group	.77
mentees vs administrative group	15.59

The mentors, mentees, principals, and central office personnel were asked to check mentor roles performed by mentors for their mentees. Their responses are organized in Table 26. The roles of developer of talent (34.7%), sponsor (35.6%), teacher (36.5%), and protector (40.5%) were seen as being performed least often when the responses from each group completing the questionnaires were weighed equally. Role model (88.3%) and confidant (83.1%) were the roles most often performed by mentors for their mentees. Mentors, principals, and central office personnel all indicated an average of over 50% of the mentors performed each of the mentor roles listed. The mentees

reported an average of only 40.1%

Table 26

Mentor Roles: Percentages

Percentage indicating the mentors performed the mentoring role:

	Mentors ( $n=42$ )	Mentees ( $n=39$ )	Principals ( $n=18$ )	Central Personnel ( $n=17$ )	Average
	%	%	%	%	%
Confidant	85.7	64.1	94.4	88.2	83.1
Role model	90.5	79.5	83.3	100	88.3
Teacher	26.2	33.3	27.7	58.8	36.5
Developer of talent	23.8	23.1	38.9	52.9	34.7
Door opener	52.4	33.3	66.7	64.7	54.3
Protector	47.6	28.2	33.3	52.9	40.5
Sponsor	50.0	23.1	22.2	47.1	35.6
<u>Leader</u>	<u>57.1</u>	<u>38.5</u>	<u>72.2</u>	<u>76.5</u>	<u>61.1</u>
Average	54.2	40.1	54.8	67.6	

While the mentees, principals, and central office personnel all agreed that sponsorship was the low point in the performance of mentor roles (Table 27), mentors felt that they carried out that role 50.0% of the time. They instead saw themselves faltering in the developer of talent category where they felt that they helped their mentees only 23.8% of the time. Mentees also viewed talent development in a poor light ranking it and sponsor equally low at 23.1%. Mentors, mentees, and central

office personnel all rated role model as being the role most often performed by the mentors. While the principals rated it high (83.3%--Table 26), they marked confidant as a more frequently performed role at 94.4%.

Tables 22 and 27 show the principals as having seen the mentor as enhancing the self-confidence of the mentee while serving as a confidant. The categories chosen by the mentors and mentees (serving as a sounding board and acting as a role model) were more impersonal and indicated that they did not view themselves as the intimate friends suggested by the principals' responses. The central office personnel saw the situation in much the same light as the mentors and mentees.

Table 27

	<u>Range of Mentor Roles</u>			
	low area	%	high area	%
Mentors (n=42)	developer of talent	23.8	role model	90.5
Mentees (n=39)	developer of talent and sponsor	23.1	role model	79.5
Principals (n=18)	sponsor	22.2	confidant	94.4
Central personnel (n=17)	sponsor	47.1	role model	100

Table 28 organizes responses concerning roles assumed by mentors in their relationships with their mentees. The central office personnel (mean 5.41) believed the mentors filled the

largest number of mentor roles, while the mentees felt the mentors performed least effectively (mean 3.23). The modal differences provide the clearest picture of the data. Ten of the 39 mentees checked a mode of three out of eight choices. Eight of the 17 central office personnel in the study checked either six or eight of the same categories.

Table 28

Mentor Roles: Number Checked

(Number of roles checked out of eight possible)

<u>Frequency</u>	0	1	2	3	4	5	6	7	8
Mentors:	0	2	7	5	9	11	2	0	6
Mentees:	4	7	4	10	3	2	5	3	1
Principals:	0	0	0	5	6	3	3	1	0
Central personnel:	0	0	0	3	3	3	4	0	4

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	range	mean	median	mode	modal n
Mentors (n=42)	1 to 8	4.33	4.27	4	11
Mentees (n=39)	0 to 8	3.23	2.95	3	10
Principals (n=18)	3 to 7	4.39	4.17	4	6
Central office personnel (n=17)	3 to 8	5.41	5.33	6 8	4 4

A  $t$  test between principals and central office personnel showed no significant difference between the means of the two groups,  $t = -1.957$  (Table 29). The  $t$  value of 1.957 was less than the critical  $t$  of 2.035 at the .05 level of significance.

These two groups were combined and an analysis of variance was performed using three groups: mentors, mentees, and principals and central office personnel. A Scheffe test was used to provide multiple comparisons among the three groups (Table 30). No significant difference was found between the mentors and the administrative group. The difference in means between the mentors and mentees ( $F$  ratio=3.13) showed no significant difference at the .001 level of significance (critical  $t=3.418$ ), but did show significant difference at the .01 level, critical  $t=2.639$ . The difference in means between the mentees and the administrative group ( $F$  ratio=6.43) was significant at the .001 level, critical  $t=3.431$ . While the mentee views were not as dramatically low compared to the response of the other groups as they were in the areas of assistance and personal development, mentees obviously did not feel as well-served by their mentors as the other groups saw them to be.

Table 29

T test. Principals vs Central Office Personnel:Mentor Roles

Principals:  $n=18$  mean=4.39

Central office personnel:  $n=17$  mean=5.41

The  $t$  value is -1.957

The degrees of freedom are 33

Table 30

Analysis of Variance: Mentor Roles

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square
Between	53.26	2	26.63
Within	443.8	113	3.93
Total	497.06	115	F=6.78

Scheffe Tests

Comparison	F Ratio
mentors vs mentees	3.13
mentors vs administrative group	.74
mentees vs administrative group	6.43

Table 31 provides a succinct comparison of the responses of the mentors, mentees, principals, and central office personnel to the questions concerning effectiveness of the mentors (providing

assistance, benefiting in personal development, and performing mentor roles). The mentors were rated the most helpful in personal development areas where they were seen to be of benefit to the mentees at an overall rate of 69.8% when the responses of mentors, mentees, principals, and central office personnel are considered equally. Table 31 further indicates an overall efficiency rating of over 60% by mentors, principals, and central office personnel. Mentees felt that mentors performed the duties associated with mentoring about 40% of the time.

Table 31

Comparisons of Mentoring Effectiveness (Average Percentages)

	mentors/ %	mentees/ %	principals/ %	central personnel %	/average personnel %
Providing assistance	63.1	35.1	67.1	60.3	56.4
Benefiting in personal development	73.4	47.2	81.1	77.6	69.8
Performing mentor roles	54.2	40.1	54.8	67.6	54.2
Average	63.6	40.8	67.7	68.5	

In analysis of the questionnaire responses, care must be exercised in comparing the data collected from mentors and mentees with those collected from principals and central office personnel. Each mentor responded for himself. Each mentee's responses concerned only his mentor. On the other hand, a principal may have had more than one mentor working in his school

and a central office member may have served on more than one initial certification team and, consequently, with more than one mentor. The extraordinarily high  $F$  ratios between the mentor and administrative group data and the extraordinarily low  $F$  ratios between mentee and administrative group data serve to negate the importance of this difference in perspective to the final results.

Research question 4: Did mentor teachers derive satisfaction from their roles as mentors?

Mentors were asked to rate the satisfaction they received from the mentor teacher role on a scale of 1 (very little) to 5 (very much). They were also provided with a list of factors that could contribute to role satisfaction. They rated the level of satisfaction derived from each factor on a scale of 1 (little satisfaction) to 5 (much satisfaction). Mentor teachers were also questioned concerning their desire to continue in their mentoring roles and to make changes in their professional plans as a result of their participation in the mentor teacher program. These questions are numbers 25, 26, 27, and 28 on the Mentor Teacher Questionnaire (Appendix G).

As seen in Table 32, the mentoring role provided a high degree of satisfaction to the participating mentor teachers. On a scale of 1=little satisfaction to 5=much satisfaction, only seven of the 42 mentors marked their satisfaction levels below 3. Twenty-three (over 50%) marked either a 4 or a 5. Comments



are provided in Appendix Q.

Table 32

Level of Satisfaction from Mentor Role (n=42)

(1=Very little to 5=Very much)

	1	2	3	4	5
number of responses:	3	4	12	14	9
mean:	3.52				
median:	3.64				

Three factors--service to the profession, professional challenge, and diversification of duties--contributed most heavily to this role satisfaction (Table 33). They were also found to be the primary reasons that mentors decided to assume the role initially (Table 11). As noted previously, none of the mentors in the study received a stipend, probably accounting for the low number of responses and the low rating of the category. Two mentors commented that "stipend" would have been marked a 5 if one were provided in their school.

Table 33

Factors Contributing to Satisfaction (n=41)

(1=little satisfaction to 5=much satisfaction)

	range	mean	median	mode	modal n
Professional challenge	1 to 5	3.68	3.84	4	16
Service to profession	1 to 5	3.81	3.79	3	15
Stipend (33 responses)	1 to 4	1.24	1.03	1	30
Status and recognition	1 to 5	1.97	1.53	1	19
Upward career mobility	1 to 5	2.05	2.06	1	15
Diversification of duties	1 to 5	2.68	2.77	1 3	11 11

Thirty-seven mentor teachers out of the 42 responding to question 27 (90.2%) expressed a desire to continue in the mentor teacher role. Six of the 42 mentors in the total survey group (14.3%) indicated changes in their professional plans as a result of participation in the mentor teacher program. One decided to enroll in "Introduction to Exceptional Children" after working with a protege who was in special education. One decided to complete the courses necessary to receive mentor certification. Four mentor teachers decided to go into administration. The comments of these four mentors suggested that at this point in their lives they preferred working with adults to working with children.

Research question 5: Are mentoring services perceived as helpful in improving the quality of instruction in the Wilkes County School System?

In order to answer research question 5, mentors, proteges, principals, and central office personnel were all asked to respond to the statement:

Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

All four of the groups of educators participating in the study reported a mode of 5 (Table 34), indicating that mentor services are indeed perceived as helpful in improving the quality of instruction in the Wilkes County School System.

Table 34

Degree of Helpfulness of Mentor Services

(1=Disagree to 5=Agree)

<u>Frequency</u>	1	2	3	4	5	mean	median
mentors: (n=42)	0	2	5	11	24	4.36	4.63
mentees: (n=39)	4	3	7	10	15	3.74	4.05
principals: (n=18)	0	0	0	4	14	4.78	4.83
central personnel: (n=17)	0	0	1	4	12	4.65	4.79

Research question 6: What were the major difficulties experienced by Wilkes County mentors during the performance of their mentoring responsibilities?

Open-ended questions were used to explore research question 6. The survey questions encompassed questions 29, 30, and 31 on the Mentor Teacher Questionnaire, questions 8 and 9 on the Assisted Teacher's Questionnaire, and questions 5 and 6 on the Principal's and Central Office Personnel Questionnaires (Appendix G). Verbatim transcripts of the replies are provided in Appendices R through Z.

The comments made by the mentor teachers concerning their own helpfulness in improving the quality of instruction in the Wilkes County School System can be found in Appendix R. The difficulties they experienced are detailed in Appendix S and additional comments and explanations are listed in Appendix T.

The areas in which assisted teachers would like to have received assistance but did not are contained in Appendix U. The additional comments of the mentees are in Appendix V.

Appendix W contains the areas principals listed in which the mentees should have received help but did not. The same list as composed by central office personnel is found in Appendix Y. Appendices X and Z are the lists of suggestions for improvements contributed by principals and central office personnel, respectively.

Two-hundred eleven comments are contained in Appendices R through Z. After thoroughly reading and analyzing the comments,

they were subdivided into seven groups:

general positive comments (25.6%)

suggestions for addressing mentee needs (16.1%)

general negative comments (3.8%)

comments concerning time constraints (51.3%)

comments concerning the need for similarity of area (21.7%)

comments concerning continued staff development needs (18.3%)

comments concerning the need for a stipend (8.7%)

(Several comments relating to the lack of stipends were also made when mentors were asked to indicate reasons for choosing to become mentors and for their role satisfaction.)

The positive comments were directed toward the mentors, the mentoring program, and the general concept of mentoring. The suggestions which were made for ways to better meet the needs of initially certified teachers generally centered around a specific assistance area such as classroom management or form completion. The negative comments concerned personality conflicts, lack of protege receptiveness, and a dislike of the entire mentoring process by two mentees. While these comments are important to the study process as a whole, they do not provide the type of information which is required for overall improvement of the mentoring program. For that reason they were subtracted from the remainder of the comments which do provide suggestions for the holistic enhancement of the mentoring process.

The remaining comments (115 of the 211 total) concerned time, similarity of areas, staff development, and stipend.

Each area of difficulty is presented along with a synopsis of its attendant comments.

Time. The main area of difficulty centered around time. Mentors need time to work with mentees if their services are to be optimized.

Similarity of areas. Mentors and mentees need to be involved in similar teaching assignments for maximum mentoring effectiveness.

Staff development. While mentors were pleased with the staff development training they had received prior to mentor designation, additional training and support are needed after they have become experienced in the art of mentoring.

Stipend. Mentors should receive a stipend for their services. This practice is common in some states, but not in North Carolina.

A numeric breakdown of comments is provided in Table 35.

Table 35

Comments

<u>Area</u>	<u>Number</u>	<u>%</u>		
positive comments	54	25.6		
suggestions (specific)	34	16.1		
negative comments	8	3.8	<u>Number</u>	<u>%</u>
time	59	27.9	59	51.3
similarity of areas	25	11.8	25	21.7
staff development	21	9.9	21	18.3
<u>stipend</u>	<u>10</u>	<u>4.7</u>	<u>10</u>	<u>8.7</u>
Total	211	99.8	115	100

Chapter V  
SUMMARY AND CONCLUSIONS

Summary

The research detailed in this study was designed to explore the Mentor Teacher Program in Wilkes County, North Carolina. The study is descriptive in nature with data having been gathered through four self-report questionnaires. The research assesses the status of the Mentor Teacher Program through the collection of demographic data, opinions, and perceptions from mentor teachers, mentees, principals, and central office personnel.

Six research questions were posed in the study:

1. What is the profile of the Wilkes County mentor teacher?
2. How have mentors aided the development of the proteges to whom they were matched?
3. Was the performance of mentoring duties perceived differently by mentors, mentees, principals, and central office personnel?
4. Did mentor teachers derive satisfaction from their roles as mentors?
5. Are mentor services perceived as helpful in improving the quality of instruction in the Wilkes County School System?
6. What were the major difficulties experienced by Wilkes County mentors during the performance of their mentoring duties?



### Discussion

The typical Wilkes County mentor teacher is a female who is 41.0 years of age (mean). She serves as a mentor to a 31.0-year-old (mean) female mentee. In addition to her teaching and mentoring responsibilities, she is a member of three (mode) professional organizations. She is a 1971 (mode) graduate of Appalachian State University (mode) with a major in elementary education (mode). Twelve of the 40 mentors replying to a question concerning undergraduate education were elementary education majors. A total of 22 mentors teach in grades 9 through 12. The typical mentor obtained her master's degree in 1977 (mode) from ASU (mode) with a major in either reading or middle grades education (bimodal). She is not likely to be a certified mentor as only 9 of the 42 mentors surveyed had obtained mentor certification although all 42 had completed the North Carolina Mentor/Support Team Training Program.

The typical mentor is a veteran teacher with a mean experience level of 17.8 years. She has been with the Wilkes County School System for 16.0 years (mean). She has taught in her present position for 11.1 years (mean) and has served as a mentor for a mean time period of 4.26 semesters. Although the average mentor salary is only \$25,513 per year, most mentors (83.3%) intend to remain classroom teachers. As a group, mentors believe that their role is much more common in the school system than it actually is.

When queried as to their method of selection, all mentors

except two reported having been nominated by their administrators. They were very pleased with this process, considering it to have been fair and responsive to their teaching skills. They felt that they and their administrators had almost total responsibility for determining the duties they performed as mentors.

In their efforts to aid the development of their assigned mentees, mentors estimated having devoted an average of 16.3 hours per semester to their mentoring responsibilities. Interestingly, the mentees they served felt that these same mentors had spent only an average of 6.0 hours per semester in the performance of their mentoring duties. The difference in mean time estimates between the two groups was found to be significant at the .001 level of significance ( $t=3.491$ ).

Mentors reported having spent the most time helping their mentees during the school day and the least time on weekends with other available time periods falling between the two. The 42 mentors taking part in the study had a total of eight full days and 75 partial days during which substitute teachers were provided for them so that they could complete their mentoring tasks. In addition, three mentors were provided mentoring release time on a regular basis without substitutes.

While the mentors felt that they had spent 40.1% of their mentoring time assisting new teachers, teachers new to their assignment, and lateral entry teachers, they indicated a desire to increase these time expenditures to a mean of 67.4%. All of

the mentors responding to the questionnaire felt that assisting teachers should be a function of mentoring with the minimum percentage of time suggested being 35%.

Mentors, mentees, principals, and central office personnel were supplied with checklists detailing categories of assistance, areas of personal development, and mentor roles which were gleaned from the mentoring literature. Analyses of variance showed the mentors and administrative personnel (principals and central office staff) to be in agreement in their perceptions of the mentors' performances in all three instances. The mentees disagreed significantly with the other groups at a level at or above the .01 level of significance. The mentees felt that the mentors were much less beneficial than did either of the other groups.

Mentors, mentees, principals, and central office personnel agreed that no more than 50% of mentors performed demonstration teaching, helped in student evaluation, aided in test analysis, or helped with committee assignments. They also agreed that well over 50% performed classroom observations of the mentees. If the mentees' responses are eliminated, several other categories of assistance fall above 50%, including lesson planning, teaching methods, resources for learning, learning environment, classroom management, and school reports. Mentors provided the most assistance to their mentees by conducting classroom observations and helping with classroom management. They provided the least help with test analysis and parent communication.

Mentor benefits to mentees were considered in five personal development areas: developing self-confidence, serving as a sounding board, enhancing creativity, helping the mentee to work with the school administrator, and helping the mentee to work with other school personnel. The lowest percentages were in the area of enhancing creativity where only 52.4% of the mentors and 17.9% of the mentees felt that the mentors were of help to their proteges. Mentors contributed most to the personal development of their mentees by serving as a sounding board, with 83.0% of the mentors performing this function.

Mentors assumed the mentor roles of developer of talent, sponsor, teacher, and protector in under 50% of the mentor relationships explored in the study. Over 80% of the mentors served as role models and confidants to their mentees.

When considering the responses of the mentors, mentees, principals, and central office personnel to the questions regarding mentor effectiveness (providing assistance, benefiting in personal development, and performing mentor roles), the mentors were regarded as the most helpful in personal development areas. They were seen to have been conducive to the personal development of their mentees at an overall rate of 69.8%, as compared to 56.4% in supplying assistance and 54.2% in assuming mentor roles.

When all data concerning the efficiency of the mentors are taken into account, mentors, principals, and central office personnel indicate an overall efficiency rating of over 60%.

Unfortunately, the mentees felt that mentors performed the duties associated with mentoring only about 40% of the time.

Mentor teachers derived a high degree of satisfaction from their roles as mentors. Much of their satisfaction was attributed to service to the profession, professional challenge, and diversification of duties. Over 90% of the mentors wished to continue in their mentor teacher capacity. Only six teachers indicated any changes in their professional plans as a result of participation in the mentor program.

The mentors, mentees, principals, and central office personnel all perceived mentoring services to be of great benefit in improving the quality of instruction in the Wilkes County School System. The major difficulties experienced by the mentors were related to a lack of time, a need for similarity of mentor/mentee academic areas, a desire for continued staff development, and a wish for a stipend.

A comparison of the results of this study with those of Sarah E. Taylor (1985), revealed that the profiles of the typical northern California mentor and the typical Wilkes County mentor were much the same. Both groups entered the mentoring program in order to serve the teaching profession, to receive professional challenges, and to diversify their duties. The only major difference between the groups was in the area of compensation. The northern California mentor received a salary of \$29,000 and a \$4,000 stipend for mentoring, producing a monetary reward of approximately \$8,000 more than the Wilkes County mentor

could expect.

The process of selection was much more complex in California than in Wilkes County. California mentors submitted written applications, interviewed with a review board, taught demonstration lessons, and served a probationary term before final confirmation as mentors. Wilkes County mentors were simply recommended by their administrators. Both groups regarded the selection process as fair and comprehensive.

The school administrator was more important in determining the responsibilities of mentor teachers in Wilkes than in California. California mentors spent a considerably larger portion of their mentoring time in staff development and a smaller portion of their time assisting teachers than did Wilkes County mentors. Both groups wanted to increase the proportion of time devoted to working with teachers. California mentors indicated that less of their mentoring work was done during the school day and more on weekends than did Wilkes County mentors.

When the areas of assistance to mentees were compared, the reports of the California mentors and the Wilkes County mentors were similar. The California mentors designated teaching methods and classroom management as the areas in which assistance was most frequently provided. These two areas were superseded only by classroom observations for the Wilkes County mentors. In North Carolina observations are a mandated obligation of all support team members, including mentors.

Both Northern California mentors and Wilkes County mentors

expressed satisfaction with the role of mentor. Like Wilkes County mentors, California mentors derived satisfaction from serving their profession and deriving a professional challenge. Whereas Wilkes mentors included diversification of duties as a contributor to role satisfaction, California mentors instead chose their stipend as a primary component of their satisfaction.

Mentor services were perceived as very helpful in improving the quality of education in the Wilkes County School System. The same was true in California. Both groups saw adequate time for the performance of their mentoring responsibilities as the primary difficulty they experienced.

A comparison of this research with the work of Fagan and Walter (1982), revealed that the mentees in both studies found the mentors to be most helpful in the areas of listening to their ideas (serving as a sounding board) and developing their self-confidence. The primary difference was in the area of enhancing creativity which shared second place with listening to protege ideas in the Fagan and Walter research and was the lowest reported area in this study.

The low placement of creativity in Wilkes County mentoring schemes is probably a function of the North Carolina Teacher Evaluation System. North Carolina teachers are evaluated by way of a list of teaching functions and practices referred to as the Teacher Performance Appraisal Instrument (TPAI). While the teaching practices making up the TPAI are certainly conducive to a well-managed instructional program, they are rather structured.

The TPAI practices do not prevent creativity, but they also do not promote it. All teachers, mentors and mentees alike, are aware of the impact their evaluations have on their teaching careers. Mentors would, therefore, naturally concentrate on helping their mentees to become proficient in the practices against which they were to be evaluated. Not only is this approach a natural result of the teachers' instinct for self-preservation, it is also the mentoring method stressed by the North Carolina Mentor/Support Team Training Program.

The mentor roles explored in this study were developed by Schein (1978) whose work concentrated on producing the list of roles. Gehrke and Kay (1984) used the roles in an interview study of 41 teachers who first designated the persons in their lives who had served as mentors to them. Only three of the 41 named fellow teachers as mentors, whereas 21 mentioned college professors and supervisors. For that reason, the results of the Gehrke and Kay study can be compared to the results of this research only if great care is taken to stress the differences existing between sample mentor populations. Since most of the proteges in the Gehrke & Kay research named former professors or college supervisors as their mentors, it is no surprise that they reported "teacher" to be the mentoring role most often performed for them. Confidant and role model were the second and third most frequent choices. In this study all of the mentors were, in fact, fellow teachers. The mentor role of teacher was consequently tied with door opener in fourth place and was



preceded by role model, confidant, and leader.

### Conclusions

Wilkes County mentors are effective, productive individuals who derive great satisfaction from their mentoring work. They have provided assistance to their mentees, helped them in their personal development areas, and fulfilled mentor roles for them. Wilkes County mentors can look with pride to an improved quality of student instruction as a result of their efforts.

Although the mentor teacher program in its current format is functioning very well, certain areas of difficulty must be addressed if mentors are ever to reach the full potential of mentee benefits inherent in comprehensive mentoring.

1. First, mentors and mentees must be provided with mentoring time that is exclusive to the role.

2. Since mentors and mentees agreed that a similarity of academic areas is an important aspect of mentor/mentee pairings, this consideration should be adhered to whenever possible.

3. Mentors need additional staff development and its attendant support for the mentoring program once they are established in their mentoring relationships. To that end, staff development programs need to be developed for the veteran mentors.

4. Finally, mentors are concerned that they receive no stipend for their work with mentees. Given the current financial problems of both the state of North Carolina and the county of

Wilkes, this request may be difficult to address. Nevertheless, the feasibility of providing some form of compensation to mentors needs to be explored.

#### Implications and Recommendations for Further Research

Many areas of the mentor/mentee relationship were left unexplored by this study. No attempt was made to distinguish the relative effectiveness of male/female versus same-sex mentoring pairs. The importance of the age differential between mentee and mentor was not considered. The teaching experience of the mentor is another potentially important factor that was not studied. The effectiveness of mentors with graduate level degrees in comparison to those with undergraduate degrees could be an important study area.

Most important to me personally, given the results of this research, would be a study comparing the effectiveness of mentors who were in the same academic area as the mentee with the effectiveness of mentors who were not. The North Carolina Effective Teacher Training Program (ETT) and the North Carolina Teacher Performance Appraisal System (TPAS) are based on a set of generic teaching practices which are believed to be critical to all teachers regardless of their teaching level or area. The plethora of comments from both mentors and mentees which stressed the importance of similar area assignments seems to be at odds with the basic ETT/TPAS tenet of generic teacher functioning. A study which explored this obviously critical question would seem

to be a particularly important contribution to the literature of educational mentoring.

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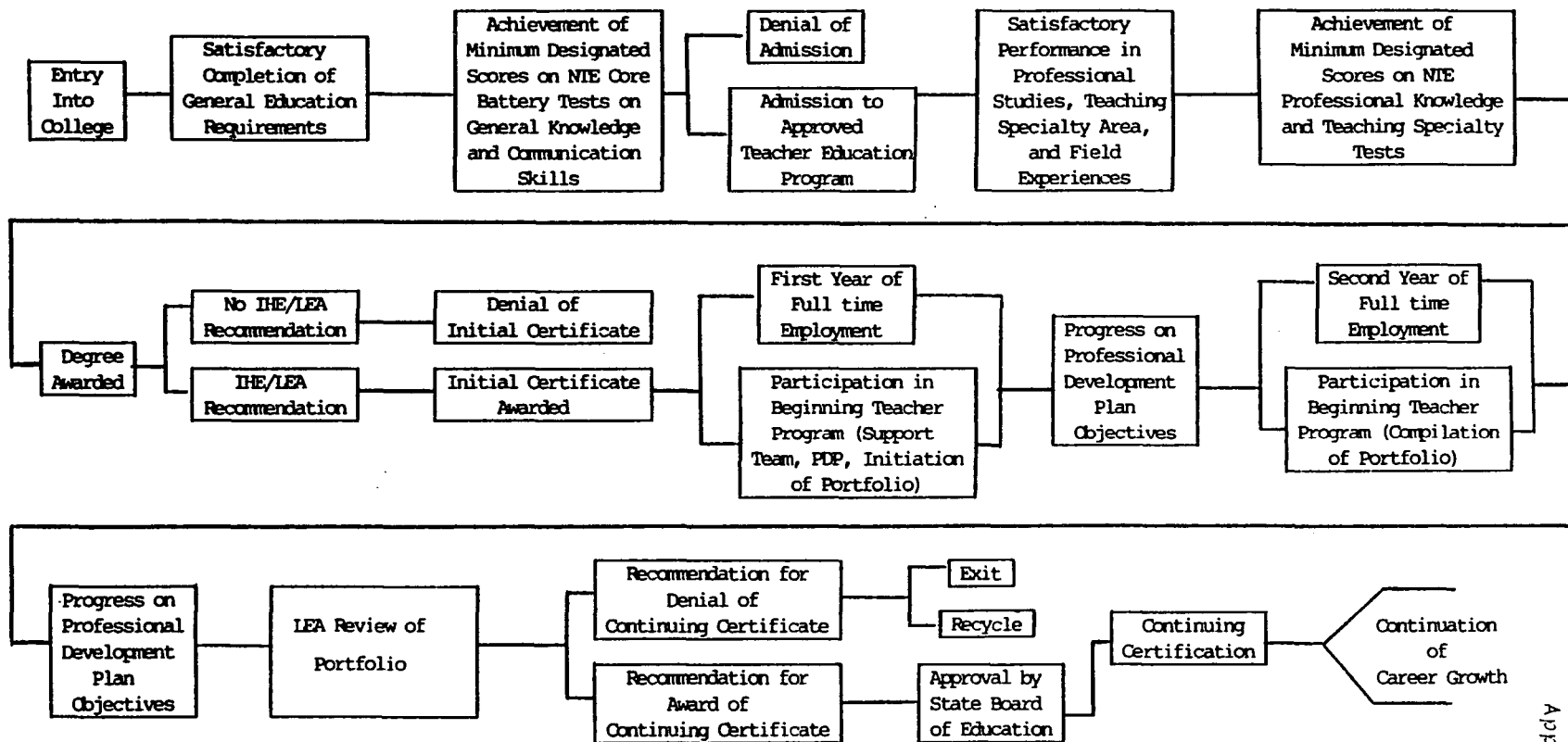
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**APPENDICES**

**APPENDIX A**  
**The Six-Year Certification Process**

**THE SIX-YEAR CERTIFICATION PROCESS**



\*Note: An individual may opt out of the process at any stage.  
 All steps are subject to State standards, guidelines, and competencies.

APPENDIX B

Letters to Dr. Sarah E. Taylor

Route 6, Box 298  
North Wilkesboro, NC 28659  
July 13, 1988

Dr. Sarah E. Taylor  
Western Placer Unified School District  
630 Sixth Street  
Lincoln, California 95648

Dear Dr. Taylor:

Several weeks ago I spoke with you concerning my desire to use the questionnaires which you developed for your dissertation in my own study. While we have talked, like you, I feel that we need to exchange written requests and consents. I would like your permission to use your copyrighted forms. I will have to make some wording changes in order that the questionnaires consistently contain North Carolina induction terminology (e.g. teacher trainees are referred to as lateral entries). In addition, differences in selection processes will necessitate some changes. I will also add some questions which are specific to my study.

I will, of course, credit you for your work both in my dissertation and on the questionnaires that are distributed. I will be glad to provide you with results from my study if you would be interested.

Thank you very much for your thoughtful consideration.

Sincerely,



Brenda S. Woodruff

Route 6, Box 298  
North Wilkesboro, NC 28659  
February 8, 1989

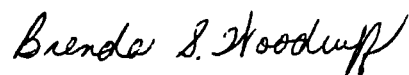
Dr. Sarah E. Taylor  
Western Placer Unified School District  
630 Sixth Street  
Lincoln, California 95648

Dear Dr. Taylor:

In July I wrote to you concerning my desire to use the questionnaires which you developed for your dissertation in my own. I had to make some wording changes in order that the questionnaires consistently contain induction terminology specific to North Carolina. In addition, differences in selection processes necessitated other changes. I have also added some questions relevant to my study. I have credited you for your work both in my dissertation and on the completed questionnaires. I hope that familiarizing mentors in western North Carolina with your work will be of benefit to you.

I would be very appreciative if you would complete the permission form on the next page and return it to me in the enclosed self-addressed envelope.

Sincerely,



Brenda S. Woodruff

I give Brenda Woodruff permission to use my dissertation questionnaire in her dissertation study. I am aware that University Microfilm will supply single copies upon demand.

*Sarah Taylor*  
Sarah Taylor

**APPENDIX C**

**Permission to Conduct Pilot and Study**



Route 6, Box 298  
North Wilkesboro, NC 28659  
August 17, 1988

Dr. Linda Greene, Associate Superintendent  
Wilkes County Board of Education  
201 West Main Street  
Wilkesboro, NC 28697

Dear Dr. Greene:

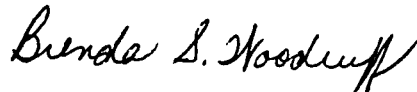
As we have discussed, I would like to conduct a study of the Wilkes County Mentor Teacher Program as a part of my dissertation research. This dissertation is a component of my doctoral program at the University of North Carolina at Greensboro.

The study would involve the distribution of questionnaires to the mentor teachers, principals and central staff personnel who served on ICP support teams during the 1987-88 school year. The questionnaires relate to the Mentor Teacher Program. They are all very short and primarily involve checking category lists or marking Likert scales. The Mentor Teacher Questionnaire can be completed in approximately thirty minutes. The other questionnaires take only ten to fifteen minutes to complete.

I believe this study will be of value to our system as we continue to refine and develop our ICP/ Mentor/ Support Team component of the Quality Assurance Program. It will question the role satisfaction of the mentor. It will also indicate the impact of the mentor on the quality of education in Wilkes County.

Thank you for your consideration of my research request.

Sincerely,



Brenda S. Woodruff

copy: Walter Broyhill

APPENDIX D

Cover Letter--Pilot Study

NORTH WILKES HIGH SCHOOL  
Hays, North Carolina 28635  
August 23, 1988

Dear \_\_\_\_\_,

I am currently conducting a dissertation study on the Mentoring of Beginning Teachers as a part of my doctoral program at the University of North Carolina at Greensboro. In conjunction with that study I need to gather data on my questionnaires to be sure that they are appropriate for my purposes. My records indicate that you have participated in the Wilkes County Initially Certified Persons program in the capacity of \_\_\_\_\_, but that you did not fill that same role during the 1987-88 school year.

I would be very appreciative if you would take a few minutes to complete my proposed questionnaire. Please return it in the enclosed self-addressed manila envelope. Also please check the form indicating that you have returned the questionnaire and place it in the self-addressed white envelope. Please return both to Brenda Woodruff, North Wilkes High School.

In about two weeks, I will send you another questionnaire containing only \_\_\_\_\_ question(s). I would be very grateful if you would also complete that form.

Thank you very much for your help and cooperation.

Sincerely,



Brenda S. Woodruff

---

Name \_\_\_\_\_

\_\_\_\_\_ I have returned my completed questionnaire

\_\_\_\_\_ I would like results from your study sent to me

APPENDIX E  
Return Rates--Pilot Study

## Pilot Study

## Initial Questionnaires--Return Rates

	Number sent	Number returned	Return rate
Mentor teachers	11	9	81.8%
Assisted teachers	11	10	90.9%
Principals	3	3	100%
Central office personnel	3	3	100%
Total	28	25	89.3%

## Reliability Questionnaires--Return Rates

	Number sent	Number returned	Return rate
Mentor teachers	11	11	100%
Assisted teachers	11	10	90.9%
Principals	3	3	100%
Central office personnel	3	3	100%
Total	28	27	96.4%

**APPENDIX F**

**Pilot Study--Reliability Questionnaires**

## MENTOR TEACHER QUESTIONNAIRE

Thank you very much for completing my first questionnaire. I would be very grateful if you would again answer the questions below and return them in the enclosed envelope. Thanks again for your help.

Brenda Woodruff

*Brenda*

1. Reasons for seeking mentor teacher classification from little importance (1) to much importance (5)  
(Rate all which apply by circling the appropriate number.)

	little importance			much importance	
Professional challenge	1	2	3	4	5
Service to profession	1	2	3	4	5
Stipend	1	2	3	4	5
Status and recognition	1	2	3	4	5
Upward career mobility	1	2	3	4	5
Diversification of duties	1	2	3	4	5
Other (specify below)	1	2	3	4	5

---

2. Who has influenced the responsibilities you have assumed as a mentor teacher? [Rate all which apply on amount of influence from (1) little influence to (5) much influence by circling the appropriate number.]

	little influence			much influence	
Administrator	1	2	3	4	5
Mentor teacher (you)	1	2	3	4	5
Local school board	1	2	3	4	5
Central office personnel	1	2	3	4	5
Other (specify below)	1	2	3	4	5

---

3. How much satisfaction did you derive from the mentor teacher role? (Circle the rating which best expresses your opinion.)

Very little

Very much

1                      2                      3                      4                      5

4. Please indicate by circling the appropriate rating the level of satisfaction derived from each of the factors listed below, from 1 (little satisfaction) to 5 (much satisfaction). Rate all which apply.

	little satisfaction			much satisfaction	
Professional challenge	1	2	3	4	5
Service to profession	1	2	3	4	5
Stipend	1	2	3	4	5
Status and recognition	1	2	3	4	5
Upward career mobility	1	2	3	4	5
Diversification of duties	1	2	3	4	5
Other (specify below)	1	2	3	4	5

5. Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/      Mildly disagree/      Undecided/      Mildly agree/      Agree  
 1                      2                      3                      4                      5

6. The selection process for mentor teachers was comprehensive and fair, giving sufficient opportunity for demonstration of the candidate's range of teaching abilities. (Circle the rating which represents your opinion.)

Disagree/      Mildly disagree/      Undecided/      Mildly agree/      Agree  
 1                      2                      3                      4                      5



## ASSISTED TEACHER'S QUESTIONNAIRE

Thank you very much for completing my first questionnaire. I would be very grateful if you would again answer the question below and return it in the enclosed envelope. Thanks again for your help.



Brenda Woodruff

Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

## PRINCIPAL'S QUESTIONNAIRE

Thank you very much for completing my first questionnaire. I would be very grateful if you would answer the question below again and return it in the enclosed envelope. Thanks again for your help.



Brenda Woodruff

Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

## CENTRAL STAFF PERSONNEL QUESTIONNAIRE

Thank you very much for completing my first questionnaire. I would be very grateful if you would answer the question below again and return it in the enclosed envelope. Thanks again for your help.



Brenda Woodruff

Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

**APPENDIX G**  
**Study Questionnaires**

MENTOR TEACHER QUESTIONNAIRE

PERSONAL DATA

1. Age \_\_\_\_\_
2. Sex (circle one)  
 a. Male  
 b. Female

3. Please list below professional organizations in which you are a member; check those in which you have served as an officer.

<u>Organization</u>	<u>Officer</u>
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____

4. Please complete information requested below for all earned degrees, certificates and endorsements.

	Name of Institution	Major	Minor	Year
Bachelor's	_____	_____	_____	_____
Master's	_____	_____	_____	_____
EdS/CAS	_____	_____	_____	_____
Doctorate	_____	_____	_____	_____
Certifications	_____			
Endorsements	_____			

5. Professional experience

- a. Years in teaching \_\_\_\_\_
- b. Years in current system \_\_\_\_\_
- c. Years in current teaching assignment \_\_\_\_\_
- d. Honors/special recognitions of teaching ability (specify) \_\_\_\_\_  
 \_\_\_\_\_

6. Current teaching assignment

- a. Grade level(s) \_\_\_\_\_
- b. Subject(s) \_\_\_\_\_
- c. Speciality (specify--AG, EMH, etc.) \_\_\_\_\_
- d. Salary (rounded to nearest \$500) \_\_\_\_\_

7. Future professional goals (Circle all which apply.)

- a. Classroom teacher
- b. Counselor
- c. Administrator
- d. Resource teacher
- e. Other (within education)\_\_\_\_\_
- f. Other (outside education)\_\_\_\_\_

#### SELECTION

8. How did you become a candidate for mentor teacher designation? (Circle all which apply.)

- a. Submitted written application
- b. Indicated interest orally
- c. Nominated by another teacher
- d. Nominated by administrator
- e. Other (specify)\_\_\_\_\_

9. Reasons for seeking mentor teacher classification from little importance (1) to much importance (5)  
(Rate by circling the appropriate number.)

	little importance			much importance	
Professional challenge	1	2	3	4	5
Service to profession	1	2	3	4	5
Stipend	1	2	3	4	5
Status and recognition	1	2	3	4	5
Upward career mobility	1	2	3	4	5
Diversification of duties	1	2	3	4	5
Other (specify below)	1	2	3	4	5

10. Number of trained mentors in your school\_\_\_\_\_

11. Length of time you have served as a mentor teacher (circle)

- a. 1 semester
- b. 2 semesters
- c. 3 semesters
- d. 4 semesters
- e. 5 semesters
- f. 6 semesters
- g. 7 semesters



17. Indicate the percentage of your total mentor time that you feel should be devoted to each of the activities listed below for optimum effectiveness as a mentor teacher.

- \_\_\_\_\_ % Assisting teachers
- \_\_\_\_\_ % Staff development
- \_\_\_\_\_ % Curriculum development
- \_\_\_\_\_ % Other (specify) \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. Please check all categories in the list below which indicates the types of assistance to new teachers, teachers new to the assignment and lateral entry teachers which you provided in your role as a mentor teacher.

- \_\_\_\_\_ Lesson planning
- \_\_\_\_\_ Teaching methods
- \_\_\_\_\_ Resources for lessons
- \_\_\_\_\_ Demonstration teaching
- \_\_\_\_\_ Student evaluation
- \_\_\_\_\_ Creating appropriate learning environment
- \_\_\_\_\_ Classroom management
- \_\_\_\_\_ Test analysis and interpretation
- \_\_\_\_\_ Preparation of school reports
- \_\_\_\_\_ Parent communication
- \_\_\_\_\_ Fulfilling committee assignments
- \_\_\_\_\_ Classroom observations
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

19. Check the personal development areas in which you feel that you, as a mentor teacher, benefited your protege.

- \_\_\_\_\_ Developing protege's self-confidence
- \_\_\_\_\_ Serving as a sounding board for protege ideas
- \_\_\_\_\_ Enhancing creativity in your protege
- \_\_\_\_\_ Helping protege to work with school administrator
- \_\_\_\_\_ Helping protege to learn to work with other school personnel

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



20. Check the mentor roles which you believe that you performed for your protege.

- Confidant to protege
- Positive role model for protege
- Teacher of protege
- Developer of talent in protege
- Door-opener for protege
- Protector of protege
- Sponsor for protege
- Leader to protege

21. In the spaces provided, rank order from 1 (least hours) to 6 (most hours) the time periods in which you performed your mentor responsibilities. If all categories do not apply, use a 6 to rank most hours, a 5 to rank the next category, etc. until all applicable categories have been indicated.

- School day
- School day following student dismissal
- Weekends during school year
- Teacher workdays
- After end of school year
- Before start of school year

22. How many days have substitute teachers been assigned to your class(es) to release you for mentor teacher responsibilities? (If you have been a mentor teacher for more than one year, please give the number for last year only.)

Full days       Partial days

23. Did you receive a stipend for your work as a mentor teacher?

Yes       No

24. Did you receive release time on a regular basis for mentor teacher responsibilities?

Yes       No

#### OTHER

25. How much satisfaction did you derive from the mentor teacher role? (Circle the rating which best expresses your opinion.)

Very little

Very much

1

2

3

4

5

26. Please indicate by circling the appropriate rating the level of satisfaction derived from each of the factors listed below, from 1 (little satisfaction) to 5 (much satisfaction).

	little satisfaction			much satisfaction	
Professional challenge	1	2	3	4	5
Service to profession	1	2	3	4	5
Stipend	1	2	3	4	5
Status and recognition	1	2	3	4	5
Upward career mobility	1	2	3	4	5
Diversification of duties	1	2	3	4	5
Other (specify below)	1	2	3	4	5

Comments \_\_\_\_\_

---

27. At the end of Spring 1988 semester did you want to continue in the mentor teacher role?

\_\_\_\_\_Yes                      \_\_\_\_\_No

28. Has participation in the mentor teacher program changed your professional plans in any way?

\_\_\_\_\_Yes                      \_\_\_\_\_No

If "Yes," indicate changes. \_\_\_\_\_

---

29. Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

Please comment. \_\_\_\_\_

---

30. Please indicate any difficulties you experienced in your role as a mentor teacher.

31. Please use this space for any explanations or comments you feel will clarify your opinion and viewpoint regarding the Wilkes County Mentor Teacher Program.

Some questions taken or adapted from a questionnaire developed by Sarah Elizabeth Taylor, EdD  
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Please return to Brenda Woodruff, North Wilkes High School. A self-addressed envelope has been provided for your convenience.

Please return by December 12.

## ASSISTED TEACHER'S QUESTIONNAIRE

1. Age \_\_\_\_\_
2. Sex (circle one)  
 a. Male  
 b. Female
3. Estimate the number of hours that your mentor devoted to assisting you last year. \_\_\_\_\_
4. Check the categories listed below which indicate the types of assistance provided to you by your mentor.

- \_\_\_\_ Lesson planning  
 \_\_\_\_ Teaching methods  
 \_\_\_\_ Resources for lessons  
 \_\_\_\_ Demonstration teaching  
 \_\_\_\_ Student evaluation  
 \_\_\_\_ Creating appropriate learning environment  
 \_\_\_\_ Classroom management  
 \_\_\_\_ Test analysis and interpretation  
 \_\_\_\_ Preparation of school reports  
 \_\_\_\_ Parent communication  
 \_\_\_\_ Fulfilling committee assignments  
 \_\_\_\_ Classroom observations  
 \_\_\_\_ Other (specify) \_\_\_\_\_

5. Check the personal development areas in which your mentor was of benefit to you.

- \_\_\_\_ Developing your self-confidence  
 \_\_\_\_ Serving as a sounding board for your ideas  
 \_\_\_\_ Enhancing your creativity  
 \_\_\_\_ Helping you to work with school administrator  
 \_\_\_\_ Helping you to work with other school personnel

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Check the mentor roles which your mentor performed for you.

- \_\_\_\_ Confidant  
 \_\_\_\_ Positive role model  
 \_\_\_\_ Teacher (to you)  
 \_\_\_\_ Developer of your talent  
 \_\_\_\_ Door-opener  
 \_\_\_\_ Protector  
 \_\_\_\_ Sponsor  
 \_\_\_\_ Leader

7. Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System. (Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

8. Please indicate any areas in which you would like to have received assistance but did not. \_\_\_\_\_

---

9. Please use this space for any explanations or comments you feel will clarify your opinions and viewpoint regarding the Wilkes County Mentor Teacher Program.

Some questions taken or adapted from a questionnaire developed by Sarah Elizabeth Taylor, EdD  
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Please return to Brenda Woodruff, North Wilkes High School. A self-addressed envelope has been provided for your convenience.

Please return by December 12.

## PRINCIPAL'S QUESTIONNAIRE

1. Check the categories listed below which indicate the types of assistance that you feel the mentors in your school have provided to their proteges.

- Lesson planning
- Teaching methods
- Resources for lessons
- Demonstration teaching
- Student evaluation
- Creating appropriate learning environment
- Classroom management
- Test analysis and interpretation
- Preparation of school reports
- Parent communication
- Fulfilling committee assignments
- Classroom observations
- Other (specify) \_\_\_\_\_

2. Check the personal development areas in which you feel the mentors in your school have been helpful to their proteges.

- Developing protege self-confidence
- Serving as a sounding board for protege ideas
- Enhancing protege creativity
- Helping the protege to work more effectively with you
- Helping the protege to learn to work with other school personnel

3. Check the roles which you believe the mentors in your school have performed for their proteges.

- Confidant to protege
- Positive role model for protege
- Teacher of protege
- Developer of talent in protege
- Door-opener for protege
- Protector of protege
- Sponsor of protege
- Leader to protege

4. Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System.  
(Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5

5. If there were areas in which you would like teachers to have received assistance but they did not, please indicate. \_\_\_\_\_

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6. What suggestions do you have for improving the mentor teacher program?

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Please return to Brenda Woodruff, North Wilkes High School. A self-addressed envelope is provided for your convenience.

Please return by December 12.

## CENTRAL OFFICE PERSONNEL QUESTIONNAIRE

1. Check the categories listed below which indicate the types of assistance that you feel the mentors who served on support teams with you provided to their proteges.

- Lesson planning
- Teaching methods
- Resources for lessons
- Demonstration teaching
- Student evaluation
- Creating appropriate learning environment
- Classroom management
- Test analysis and interpretation
- Preparation of school reports
- Parent communication
- Fulfilling committee assignments
- Classroom observations
- Other (specify) \_\_\_\_\_

2. Check the personal development areas in which you feel the mentors who served on support teams with you have been helpful to their proteges.

- Developing protege self-confidence
- Serving as a sounding board for protege ideas
- Enhancing protege creativity
- Helping the protege to work more effectively with school administrator
- Helping the protege to learn to work with other school personnel

3. Check the roles which you believe the mentors who served on support teams with you have performed for their proteges.

- Confidant to protege
- Positive role model for protege
- Teacher of protege
- Developer of talent in protege
- Door-opener for protege
- Protector of protege
- Sponsor of protege
- Leader to protege

4. Mentor teacher services have been helpful in improving the quality of instruction in the Wilkes County School System.  
(Circle the rating which represents your opinion.)

Disagree/	Mildly disagree/	Undecided/	Mildly agree/	Agree
1	2	3	4	5



5. If there were areas in which you would like teachers to have received assistance but they did not, please indicate. \_\_\_\_\_

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6. What suggestions do you have for improving the mentor teacher program?

Some questions taken or adapted from a questionnaire developed by Sarah Elizabeth Taylor, EdD  
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Please return to Brenda Woodruff, North Wilkes High School. A self-addressed envelope has been provided for your convenience.

Please return by December 12.

APPENDIX H  
Questionnaire Cover Letter

NORTH WILKES HIGH SCHOOL  
Hays, North Carolina 28635

November 30, 1988

Dear \_\_\_\_\_,

I am currently conducting a dissertation study on The Mentoring of Beginning Teachers as a part of my doctoral program at the University of North Carolina at Greensboro. In conjunction with that study, I am collecting data on the mentoring program in Wilkes County. My records indicate that you participated in the Wilkes County Initially Certified Persons Program during the 1987-88 school year.

I would be very appreciative if you would take a few minutes to complete the enclosed questionnaire. Please return it by December 12 in one of the self-addressed envelopes provided. Also, please check the form indicating that you have returned the questionnaire and place it in the other envelope. Both envelopes are addressed to Brenda Woodruff, North Wilkes High School.

Thank you very much for your help and cooperation.

Sincerely,



Brenda S. Woodruff

---

Name \_\_\_\_\_

\_\_\_\_\_ I have returned my completed questionnaire

\_\_\_\_\_ I would like results from your study sent to me

**APPENDIX I**  
**Mentoring Conference Handout**

Brenda S. Woodruff  
University of North Carolina  
at Greensboro

North Wilkes High School  
Hays, NC 28635

An Annotated Bibliography  
of Recent Articles Concerning  
The Mentoring of Beginning Teachers

Clemson, R. Mentorships in teaching. Action in Teacher Education, 1987, 9, 81-94.

This research summary presents mentoring research and offers suggestions for successful mentoring programs.

Driscoll, A., & others. Designing a mentor system for beginning teachers. Journal of Staff Development, 1985, 6, 108-117.

This article concerns the functions and characteristics of mentors. It also discusses designs for mentor systems and staff development for mentors.

Fagan, M., & Walter, G. Mentoring among teachers. Journal of Educational Research, 1982, 76, 13-18.

The article describes the results of a survey in which mentors and proteges described their relationships.

Fuller, G. The Vermont mentor program. Vocational Education Journal, 1987, 62, 36-37.

Vocational mentors help their proteges to acquire the required competencies for certification in Vermont.

Galvez-Hjornevik, C. Mentoring among teachers: a review of the literature. Journal of Teacher Education, 1986, 37, 6-11.

The author reviews mentoring studies from the past ten years.

Godley, L., & others. The teacher consultant role: impact on the profession. Action in Teacher Education, 1986-1987, 8, 65-73.

This study examines the role of the teacher consultant in Oklahoma's Entry Year Assistance Program.

Gray, W., & Gray, M. Synthesis of research on mentoring beginning teachers. Educational Leadership, 1985, 43, 37-43.

Gray and Gray provide a review of mentoring literature and a description of their Helping Relationship Model.

Hawk, P. Beginning teacher programs: benefits for the experienced educator. Action in Teacher Education, 1987, 8, 59-63.

The author reports on the requirements of the North Carolina teacher induction process.

Huffman, G., & Leak, S. Beginning teachers' perceptions of mentors. Journal of Teacher Education, 1986, 37, 22-25.

Beginning teachers provide their reactions to a new teacher support system.

Odell, S., & others. Functional approach to identification of new teacher needs in an induction context. Action in Teacher Education, 1987, 8, 51-57.

This article details the requests for support made by beginning teachers during their first year in an induction program.

Rauth, M., & Bowers, G. Reactions to induction articles. Journal of Teacher Education, 1986, 37, 38-41.

The article examines the pros and cons of induction programs.

Shulman, J. Look to a colleague. Instructor, 1988, 27, 32-34.

Shulman examines collegial peer coaching.

Thies-Ssprinthall, L. A collaborative approach for mentor training: a working model. Journal of Teacher Education, 1986, 37, 13-20.

This article examines teacher induction programs and inservice teacher training.

Wubbels, J., & Frew, T. A school-based teacher induction programme. European Journal of Teacher Education, 1987, 10, 81-94.

This paper looks at a Dutch teacher induction program.

Zaharias, J., & Frew, T. Teacher induction: an analysis of one successful program. Action in Teacher Education, 1987, 2, 49-55.

The authors look at an Ohio teacher induction program.

APPENDIX J

Organizations to Which Wilkes County Mentors Belong



## Organizations to Which Wilkes County Mentors Belong

(Mentors n=42)

<u>Organization</u>	<u>Number of Mentors in Membership</u>
NCAE	37
NEA	19
IRA	15
NCTM	7
AVA	4
Delta Dappa Gama	4
NCTE	4
ACT	3
NCAGT	3
NCETA	3
NCSTA	3
ASCD	2
NCVATA	2
Phi Delta Kappa	2
American Chemical Society	1
ASU Partnership	1
CEC	1
NASSP	1
NBTA	1
NBEA	1
NCBEA	1
NCCSST	1
NCOA	1

Appendix J

NCOATA	1
NCSPA	1
NSTA	1
NVATA	1
PENC	1
PTO	1

APPENDIX K

Institutions from Which Mentors Obtained  
Undergraduate Degrees, Undergraduate  
Majors and Minors

## Institutions from Which Mentors Obtained

## Undergraduate Degrees

(41 mentors responding)

<u>Institution</u>	<u>Number of Graduates</u>
Appalachian State University	21
UNC at Chapel Hill	5
NC State University	2
UNC at Greensboro	2
Berea College	1
Campbell University	1
High Point College	1
Lenoir Rhyne College	1
Meredith College	1
North Carolina A & T University	1
Pfeiffer College	1
St. Augustine's College	1
Tift College	1
Wake Forest University	1
Western Carolina University	1

## Undergraduate Majors

(40 mentors responding)

<u>Major</u>	<u>Number of Mentors</u>
Elementary education	12
English	6
Math	5
Biology	4

History	2
Agriculture	1
Business	1
Business/Economics	1
Health and PE	1
Home economics	1
Industrial arts	1
Psychology	1
Science	1
Special education	1

## Undergraduate Minors\*

<u>Minor</u>	<u>Number of Mentors</u>
Education	8
Social studies	5
English	3
Science	2
Biology	1
French	1
Math	1
Physical science	1
Psychology	1

\*19 mentors listed no minor

**APPENDIX L**

**Institutions from Which Mentors Obtained Graduate  
Degrees, Graduate Majors and Minors**

## Institutions from Which Mentors Obtained Master's Degrees

<u>Institution</u>	<u>Number of Degrees</u>
Appalachian State University	16
UNC at Greensboro	2
Lenoir-Rhyne College	1
North Carolina A & T University	1
North Carolina State University	1
Northwestern State University	1
University of Georgia	1
UNC at Chapel Hill	1
Wake Forest University	1

## Majors

<u>Major</u>	<u>Number of Mentors</u>
Middle grades education	4
Reading	4
Biology	3
Business education	2
English	2
Math	2
Administration	1
Early childhood education	1
Elementary education	1
Industrial arts	1
Middle grades/Junior high	1
Social studies	1
Teaching	1

## Minors

<u>Minor</u>	<u>Number of Mentors</u>
Education	5
Economics	1
Gifted and talented	1
Math	1
Reading	1
School psychology	1

## Institutions from Which Mentors Obtained

## EdS/CAS Degrees

<u>Institution</u>	<u>Number of Mentors</u>
Appalachian State University	2
UNC at Greensboro	1

## Majors

<u>major</u>	<u>Number of Mentors</u>
Administration	1
Business education	1
Reading	1



**APPENDIX M**

**Honors Attained by Wilkes County Mentors**

## Honors Attained by Wilkes County Mentors

<u>Honor</u>	<u>Number of Mentors</u>
School Level Teacher of the Year	25
Terry Sanford Award Nominee	5
Delta Kappa Gamma	2
NCAE Human Relations Award	2
NC Academically Gifted Teacher of the Year	2
Wilkes County Teacher of the Year	2
ASU Model Teacher	1
Exceptional Childrens' TOY (School)	1
Math Teacher of the Year (School)	1
North Carolina Biology Teacher of the Year	1
North Carolina Chemistry Teacher of the Year	1
North Carolina Teacher of the Year (Regional)	1
Outstanding Elementary Teacher of America	1
Outstanding Young Educator (School)	1
R. J. Reynolds Summer Scholarship	1
Ruritan Teacher of the Year (School)	1
Terry Sanford Award (County)	1
No honors listed	14

**APPENDIX N**  
**Recommendations for Improvement of**  
**Selection Process**

## Appendix N

Recommendations for Improvement of  
Selection Process\*

- more input from peers
- teaching abilities should be major qualification
- In my case it was an administrative decision and I was not made aware of the selection process.
- I don't know the selection process. I believe it is open to anyone who wants to take the training provided he has the experience.
- Allow anyone who wishes to participate to do so--no limits on professional growth.
- Should be chosen by administration--other mentors, once they have been chosen and been trained, might suggest potential mentors to the administration.
- I do not believe it should have been teacher choice, as it became at our school.
- Allow all teachers to apply--Random drawing from those interested
- Provide program and training enough times to certify everyone interested
- I haven't thought much about the selection process.
- The two of us at our school that are certified are the two who were selected by our principal to attend the first round of Effective Teacher Training years ago. We didn't have any original input.

--I really feel that anyone who wants to participate should be considered.

--I have found it much more fulfilling for my ICT as well as myself if the subject area the ICT has chosen is the same as my own. I suggest mentors be assigned to ICT's with the same major, minor, or area of concentration.

--interested teachers formally apply (Standard written application) to principal and go through interview process

--A stipend and allowing mentor teachers to have an extra planning period would help get people interested.

--Try to have at least one mentor for each area in the school.

Ex. K-3, 4-6, 7-8, Special Areas.

--I did not understand why teachers were selected to be trained who had only one or two years until retirement. It seems to me that the training time and sub. pay would be more efficiently spent on teachers who would be in the profession for several years to come. There were several in our group ready to retire.

--Establish criteria that must qualify a teacher to become a mentor.

\*Comments have been transcribed verbatim, including spellings and punctuation.

APPENDIX O  
Mentor Comments Concerning Percentages of  
Time Spent on Various Activities

Mentor Comments Concerning Percentages of  
Time Spent on Various Activities\*

--The mentor program, if it is to continue, should exist solely for the benefit of ICP's and their acclimazation (sic.) to the system, school, and classes to which they are assigned.

--While I have been very satisfied with past staff development related to mentoring, I beleive that we now need to develop and participate in new activities designed to help mentors who have worked for awhile.

--I feel that my main role as a mentor is to help the new teacher in any way possible.

\*Comments have been transcribed verbatim, including spellings and punctuation.

**APPENDIX P**

**Comments--Personal Development Areas**



## Personal Development Areas--

## Mentor and Mentee Comments\*

- During the 2 yrs. my "protege" did not ask for assistance.
  - When the observations did not include the type of teacher our principal wanted to see, I went to the ICT and told her what he wanted.
  - My mentor has helped to make my teaching experience more successful and enjoyable.
  - Helped me to learn a new system and gave good support for my ideas.
  - My mentor was very supportive of my ideas and how I relate to my students.
  - She was no help and offered no help.
  - The guidance position is extremely unique and different from a classroom teacher and my mentor did not understand my position nor did she try.
  - Critical of way I spent my time--Said I was disorganized
  - I did not find my mentor helpful in any of the personal development areas.
  - She was very good!
  - My mentor teacher wasn't a lot of help, but that's because I didn't feel that I could ask her for help. I am a special area teacher and she's a regular classroom teacher.
  - We didn't communicate well.
  - I was only there 1/2 day. We didn't have much time.
- \*Comments have been transcribed verbatim.

**APPENDIX Q**  
**Role Satisfaction--**  
**Mentor Comments**

## Role Satisfaction--Mentor Comments\*

--Currently, our mentor program suffers because:

- (1) there is no release time except for observations
- (2) administrators seem to regard mentor teachers only as teachers to help with the three required observations
- (3) the mentor's role in our school is not fully defined and
- (4) too many people in our school are mentors--the status and recognition are nil. Anyone can be one.

--It has relieved some of my curiosity about how administrators evaluate teachers.

--The mentor position gave me an opportunity to understand the evaluation process more fully because of the courses we took as a part of the certification process.

--Because of the demand on my time from my own classroom and my planning time was so great, my satisfaction was reduced.

--Stipend would be a 5 if we received one!

--Stipend would be 5 if we got one.

--What stipend?

\*Comments have been transcribed verbatim including spellings and punctuation marks.

**APPENDIX R**  
**Mentor Teacher Comments Regarding the**  
**Helpfulness of Mentor Services**

## Helpfulness of Mentor Services--

## Mentor Comments\*

- Time should be provided for ICP's and mentors to discuss teaching strategies.
- Workshops should be conducted so that ICT's do not feel threatened and so that mentors could learn how to communicate better with ICT's.
- I think it is helpful to have a peer to go to for assistance as a beginning teacher.
- I would love to have had a mentor teacher.
- I think this has helped insure that there are good teachers going to be in the classroom.
- I think the concept of the mentor teacher is great!
- Beginning teachers need the guidance and positive reinforcement a mentor can provide.
- The three observations with no time to meet (except our own time) for problem solving has not let mentors and beginning teachers do what could be done.
- I believe that mentors and beginning teachers working together has greatly improved the quality of education that students in our system are receiving.
- I certainly wish I had been given the opportunity to have a mentor when I began my career. I think it is a real asset to any teacher.
- Many times mentors are unfamiliar with the assignment (subject) of the new teacher (example--In School Suspension).

--ICT's have a trained person to help them with personal as well as professional problems.

--My protege came into the profession rather strong in teaching skills. I don't feel the mentor teaching services have helped him as much as it has some weaker teachers.

--I don't think the mentor teacher has enough time to help the ICP.

--It has served well as a support for new personnel.

--My protege did not seem to need any help.

--With this one experience as a mentor, having little input, I can not claim a part of improving the quality of instruction by any teacher other than myself.

--I think mentors have made a difference.

--As more and more teachers become mentors, the mentor teachers at our school change yearly. Therefore, those who are experienced mentors do not get to continue in that capacity.

--Poor mentors take from the program.

--New teachers are better enlightened on what is to be expected.

--These services, I feel, will be helpful in keeping track of new teachers and to help them to be effective teachers.

--New teachers have experienced greater growth due to help received through the mentor program.

\*Comments were transcribed verbatim including spellings and punctuation marks.

APPENDIX S

Difficulties Experienced by Mentor Teachers--

Mentor Comments

## Difficulties Experienced by Mentor Teachers--

## Mentor Comments\*

--My protege was a very good teacher, but it was hard for him to gear his teaching abilities down to a K-8 level.

--We have not had planning scheduled together.

--We are in different disciplines.

--Disagree on principal/central office person rating--I felt too high.

--Getting principal to schedule classroom observations.

--Principal expecting me to write the comments down to be put on protege's sheet.

--Working with an ICP that is not in your field, you cannot give them a lot of help in curriculum development.

--Insufficient time to spend with ICT.

--I was taken from one team to serve on another. Actually, the purpose was to give all our mentors someone to work with. This incident showed the administration's lack of concern for the program and their lack of understanding that mentoring is not just observing.

--Some mentor duties are not clear. Should a mentor be informed when his protege makes mistakes? Should he serve as his protege's disciplinarian?

--I have a problem finding enough time to be of assistance to my ICT.

--My principal did not always have a substitute ready for my class.



--My principal did not always let me know when the team would observe. As the time went on, I learned to assume responsibility for the paperwork.

--Not enough release time.

--Finding time during school day for interaction--We have different planning times--Much of my assistance came during lunch which was one of the few times during the day we saw each other.

--Really not enough time for much help.

--Lack of knowledge in protege's subject area.

--TIME. I have two proteges, and this demands time away from my classes that I do not feel I can afford to lose.

--Time to do the job.

--Trying to find time to help the person I was assigned to.

--The only difficulty I've had is arguing with the team about what we saw in the teacher's class or whether we saw an indicator of the major function.

--Teacher who was not a mentor swayed ICT to them--gave advice until teacher began to listen to them rather than me--Principal talked with ICT but ICT still appeared to be "brainwashed" by other teacher who was not giving sound advice.

--TIME from my own students, responsibilities as department chairman, and planning.

--I had never been offered a substitute for my own class while observing before the current year. I was responsible for finding another teacher to keep my class.

--Lack of time to meet with protege.

--I need more help (workshops, books, tapes, personal assistance, etc.) in dealing with ICP problems.

--I need someone to go to when I don't know what to do.

--I need a person to help me help my ICP.

--Not able to offer much help because he was not a regular classroom teacher.

--I travel from school to school. Principals schedule observations at last minute forcing rearrangement of schedules and interference into time allotted for other school.

--I serve more than one school. I find no one performs other duties for you while engaged in this mentoring role. Schools expect their time to be made up.

--Trying to find enough time to plan with ICT.

--I was mentor to the BEH teacher and was totally unprepared for the class situation and atmosphere. It was hard for me to work with a program that progressed so slowly.

--Time during school hours to actually help teachers.

--Time to do what needs to be done.

--Time away from my students.

--No stipend

--Finding time to help a new teacher with all the different needs a new teacher has and still do all my own work for my classroom.

--Finding the time to meet with ICT.

--My ICT was not a classroom teacher; I did not always feel knowledgeable about how to assist ICT in her certified area.

--Lack of time

--I have worked with two teachers. One was very receptive and easy to work with. The other, by nature of her personality, seemed to slightly resent a teacher having any part of the evaluation and wanted the administrator to do this.

--My mentee was assigned to the Alternative Learning Center which meant he was not a regular teacher. This was somewhat difficult.

--Negative reaction by the ICT towards the mentor when suggestions were offered.

--Getting time away from my class to work with ICP during the school day.

\*Comments have been transcribed verbatim, including spellings and punctuation.

**APPENDIX T**

**Additional Comments Made by Mentor Teachers**

## Additional Comments Made by Mentor Teachers\*

- Needs to be more release time for mentor to work with ICP during school day
- Very enjoyable experience, but more time and money need to be put into the program.
- The mentor program is a necessity, but not just to have a third evaluator.
- Mentoring may occur in all facets of a public school day, but positive lines of communication must be established in order that the ICT be able to accept constructive criticism, and in order that the mentor know how best to express himself.
- I am sure that this program has helped many new teachers get started.
- The classroom teacher has a full load of responsibilities and does not need more to do. If time is made available this will be a better program.
- I became a mentor teacher because it was a service to my profession. I knew how wonderful it would have been if that service had been provided for me.
- The first year I taught, I had to learn the way "things were done" the best way I could. It was for this reason and only this reason, I became a mentor teacher.
- I think the mentoring program is good and it helps new teachers to build on their strengths.
- I feel mentors should receive a stipend.
- The program is excellent, however, the implementation done

according to the workshop is unrealistic.

--With all the added responsibilities it is very difficult for the classroom teacher to have adequate time to do the things she needs to.

--I feel a stipend and/or release time should be a part of mentoring.

--I feel the mentor needs to be in the same department (subject area) as the protege.

--I do not feel comfortable "evaluating" another teacher. I feel much more comfortable just being a friend and helper.

--I feel that the mentor program is very important both as a method of assistance to the ICP and as an avenue for recognition of the mentor.

--As a mentor, I feel that I need more resources available when I have questions about how to help my ICP.

--I believe that we need someone at the central office level who has time to devote to helping mentors assist ICP's.

--I feel that our system needs a person who works full time with the Initial Certification Program and with mentors.

--I think we need more help with mentoring--maybe someone who teaches half-time and works with mentors half-time.

--We need a budget to buy books and materials to help mentors.

--Mentors need more workshops dealing with assisting ICP's once we have been in the field and know what questions to ask.

--It is worthwhile. I am convinced that my own first years of teaching would have been more rewarding for my students as well

as myself if I had been under a mentor program.

--Mentors who have been assigned 2 or 3 ICT's need release time from class to observe, council, and aid in planning with their ICT's.

--The mentor program is a good idea and could be very successful. However, selection of mentor teachers should be done carefully.

--The mentor teacher should be given at least a half a day once or twice a month to work with the ICP.

--Mentors should receive a stipend.

--Central office staff should have the same commitment as the in-school people. In two of six observations completed, the central office person did not show. On only three of the six, did the central office person remain for the conference with the proteges.

--I feel mentor and protege should be from the same subject area whenever possible. I could open better lines of communication between mentor and protege.

--My experience has enabled me to help the current mentor and ICT understand what is expected of them.

--I feel the Wilkes County Program needs a school-wide coordinator.

--The program needs a limited number of trained mentors per school. (By trained, I mean the mentor workshop and staff development.)

--In order to work, the program needs supportive principals.

--Mentors need a clear definition of duties. (For example,

mentors are told to help explain procedures at the beginning of the school year, then countless others do it. Who should?

--Mentors need time to work with proteges.

--The program needs a system. (Some people do not know they will be mentors until several weeks into the school year.)

--I feel the program has been very helpful to new teachers in Wilkes County. They need someone to confide in because they are faced with many stressful situations.

--The selection process varies tremendously from school to school. Some principals allow anyone to participate and others allow only pets.

--The mentor program is an excellent program and I'm sure ICP's benefit from it. Support is always needed, especially if you are a beginning teacher.

--The mentor teacher needs time to work with the ICP and to organize without taking his own free time.

--Mentors need more inservice with renewal credit.

--Mentors should get a stipend.

--Mentors need more recognition.

\*Comments are transcribed verbatim, including spellings and punctuation.



APPENDIX U

Additional Areas in Which Mentees Would Like to Have  
Received Assistance--Mentee Comments

Additional Areas in Which Mentees Would Like to Have  
Received Assistance--Mentee Comments\*

--My mentor was available to assist and provide help in all areas at all times.

--I feel everyone helped me with about everything I needed to know.

--ideas for creating a better classroom environment (physical)

--more in my age group (7th and 8th) and subject area

--I did not realize at first that I had a mentor or what exactly the program entailed but once I found out what the program was I realized my mentor had been doing her job but I hadn't realized it was her job.

--preparing school reports

--help with classroom management

--lesson planning/ideas

--resources for lessons

--ways to control behavior

--I would have benefited more from a mentor in my field. Our areas were completely different, not even closely related.

--Understanding of my role and not thought of as a classroom teacher or "break" for teacher

--Room environment such as bulletin boards, etc.

--My mentor is not a math teacher which meant I needed to go to another teacher for help with methods. She did, however, send me to other teachers who did a good job.

--Would have liked to have had more time to meet with my mentor.

--Class scheduling--art, music, library, etc. I wasn't informed of how my class and these classes would be scheduled

--My mentor was not in my area of certification. I would have benefited with more knowledge in my area.

--testing, forms

\*Comments were transcribed verbatim, including spellings and punctuation.

APPENDIX V

Additional Comments--Mentees

## Additional Comments--Mentees\*

--Because I am not involved in a regular classroom setting it is difficult to assess the mentor role. It would have been more beneficial if I had had a mentor who was also a Speech Pathologist.

--My mentor was completely unaware of my teaching field as far as techniques and responsibilities.

--My mentor always gave me positive feedback and encouraged me to put on the best shows possible.

--My mentor has been my confidant, leader and role model. When my self-confidence lags, she encourages me "on."

--The program for me has been beneficial

--Release time for mentor teacher to meet regularly with ICP is so necessary for a really helpful situation.

--The area I taught last year my mentor had not taught and did not feel that she could help with lesson planning, etc.

--She was very good to listen to ideas, problems.

--She was very supportive and helpful during, after and before observations.

--I think mentor teacher's don't really have the time to devote to an ICP.

--There were times when I wanted someone to talk to or help but realized my mentor had work to do in her own classroom and had family commitments.

--The mentor program is a good one, but some provision needs to be made so ICP's and mentors have time together that isn't a

sacrifice for the mentor.

--My mentor was also our team leader. This made her very helpful.

--The mentor program is helpful but I feel the mentor needs to be given more time to provide help. After school everyone is tired and needs time to prepare for the next day. I don't know a solution to this problem.

--I am extremely lucky to have worked in the ICT program with such a caring and helpful mentor.

--I have enjoyed the program and feel it is very beneficial to all beginning teachers.

--My mentoring program is a pilot program for school psychologists--is in the planning stages statewide. As far as the direct services that I provide to children the mentoring program was not effective, but did help me in planning consultations with the teachers in the system, and with time management.

--The Wilkes County Mentor Teacher Program is a very beneficial program for beginning teachers. It provides a great deal of information for the new teacher by experienced qualified mentor teachers.

--My mentor has been extremely helpful. There are so many things that we need to know that are not outlined or explained in brochures and staff meetings.

--Having a mentor has helped me get organized better, helped me with scheduling, getting along with others, and in many other

ways.

--I feel the mentoring program to be ineffective because the mentoring team consists of individuals who have not been in a classroom situation for several years and are out of touch.

--The teacher on my mentoring team was in an area totally different from mine and could not relate to the specific problems I have to deal with on a daily basis.

--Time is a factor for both the mentor and ICT. There is actually no corresponding time of planning.

--Mentors of guidance counselors need to understand completely the role of a guidance counselor--not their opinion of what a guidance counselor does, but reality of the position.

--I felt that in my case, it was a complete waste of time.

--Being a resource teacher with a very small room. I felt it ridiculous that three people would come to observe me. My students felt self-conscious and I felt intruded upon.

--I think the mentor teacher program is a wonderful idea.

--Unfortunately, having a mentor teacher who is not in your subject area is practically of no help whatsoever. I ended up using my department chair as my mentor--asking questions and getting ideas from her as far as the classwork went. I used other teachers ("friends") to get ideas about class management, communications with parents, and school paper work.

--My mentor and I did not know that she had been assigned that role until the second year of the program.

--I received no help from my mentor teacher at all. She was on

maternity leave until the first of October. She did not come to the tea which was intended for our meeting other personnel. She never came to my room. She never inquired. I sought her out when I could find her but most of the time she was not in her room after school to give assistance. The head of my department gave me the most help, but she was a mentor for another teacher. All in all it was a very unsuccessful experience for me and I had to learn everything about "starting over" in teaching from the school of hard knocks. This is not to say that the program is not an extremely good one--the teachers should be chosen more carefully.

--My mentor was a great resource person. He answered questions on everything one could imagine--from school policy to handling problem students.

--I feel the mentor program is a good idea but I feel a lot more could be done with it. Possibly observations of the mentor, maybe mentor observations without the rest of the team. It's a good start but how about expanding?

--My support team was wonderfully supportive and encouraged me to develop and try my instructional ideas in my classroom. I appreciated and acted on their suggestions.

--My mentor was great!

--My mentor was a third grade teacher and I was a seventh and eighth grade teacher. This made my use of my mentor less. She helped me with lots of things but I had to seek out my own help on any thing related to my age group or subject area. This



may have been planned this way on purpose. (It worked just fine.)

--I have been told by a few initially certified teachers that their mentors were a positive benefit for them. I have been told by a few that they received little help. My own experience has been very favorable.

--I felt like the program was necessary and beneficial (sic.).

--The Mentor Teacher Program was a great asset to me, because if I needed help with something I knew where to turn. It also gave me different view points on ideas and methods that may or may not work.

--The Mentor Program has been of great value to me for several reasons. As a beginning teacher, it is important not only to be prepared in an academic sense but to be aware of all resources available in the school system. My mentor has helped in making me aware of many services and teaching aides. Also, a new teacher needs support and guidance. The program offers this through a personal and advantageous manner.

--I feel all beginning teachers need a mentor. They aid in the "settling-in" process.

--I am a Career Exploration teacher and my mentor teacher is a regular middle school teacher. I think this caused some conflict.

--If I had a problem with one of the other teachers, she (the mentor) would take their side. Therefore, I felt I couldn't talk to her. She is loyal to her teacher peers.

--I'm only there 1/2 day and my classroom is in another building from my mentor's. I was in and out so fast we didn't have much of a chance to develop a meaningful mentor relationship. I wish we could have, because there were several times I needed someone to talk to.

--I feel the mentor teacher program is a very good idea. New teachers need someone they can count on to be there.

\*Comments were transcribed verbatim, including spellings and punctuation.

**APPENDIX W**

**Additional Areas in Which Mentees Should  
Have Received Assistance--  
Principal's Comments**

Additional Areas in Which Mentees Should

Have Received Assistance--

Principal's Comments\*

--None--They are doing a great job!

--ICP's receive a tremendous amount of assistance from our staff.

A very high degree of professionalism is displayed by our  
mentors!

--Demonstration teaching

--Student evaluation

--I believe all our needs were met.

\*Comments were transcribed verbatim, including spellings and  
punctuation marks.

**APPENDIX X**  
**Suggestions Made by Principals**

## Suggestions Made by Principals

--Mentor teachers should schedule conferences with their proteges at least once per month to discuss situations that may arise.

--Time to free up mentor teacher so they could help more.

--Allow the protege to observe other classes.

--Mentor teachers need time to visit and observe their proteges, with subsequent conferencing, at frequent intervals to offer assistance and advice--free from formal evaluation.

--Schedule time for communication.

--Mentor and principals could schedule a time for evaluation/ suggestions/ sharing.

--Released time to work with protege.

--More aggressive mentoring (bi-weekley meeting with protege, scheduled observations of protege outside of team setting)

--Mentors should have additional release time to assist mentorees.

--Rewarding monetarily the teachers who agree to be mentors.

--I have been 100% pleased with our mentor teachers.

--More external publicity on the mentor program.

--Extra pay for mentor

--Beginning teachers have always had mentors. The program "formalizes" a good thing!

\*Comments were transcribed verbatim, including spellings and punctuation.

APPENDIX Y

Additional Areas in Which Mentees Should  
Have Received Assistance--Comments  
of Central Office Personnel

Additional Areas in Which Mentees Should  
Have Received Assistance--Comments  
of Central Office Personnel\*

- indepth review of curriculum and course content
  - Mentor/ICP's should meet prior to or immediately at the beginning of school. At the local meeting many ICP's didn't know the team
  - continuous support rather than time specific (defined by scheduled observations)
  - required paperwork for Exceptional Children teachers
- \*Comments were transcribed verbatim, including spellings and punctuation.



**APPENDIX 2**

**Suggestions Made by Central Office Personnel**

## Suggestions Made by Central Office Personnel\*

- I would like to see a salary scale and some type of recognition for service.
- Developing consistency in number of contact hours for all ICP's with their mentors.
- Release time or money for mentors.
- Reinforcement for mentor teachers for their service.
- more time for communication
- time and effort supported and acknowledged by administrators
- rewards for mentor in terms of money, materials, or release time
- more release time
- Having teams put together early.
- mentors improving their skills in comprehensive orientation
- More allocated time for regular meetings with protege
- Itinerant teachers would be excellent mentors for newly certified itinerant persons and should be included in the program.
- "Somehow" convey to teachers that we (the observation team) are to assist, help, encourage. "Some" teachers are terribly threatened and personally defensive of (to) this process.
- It is very good as is.
- We must find ways to effectively communicate with young teachers who refuse to believe that their work is in need of improvement. Too many are unwilling to accept that their methods are ineffective.

--It should probably be an extra year longer and should have built in time for activity to enhance trust.

--One area of the teacher evaluation form, area 6/ Facilitating Instruction, is critical to teacher success. Yet this area is evaluated by the principal only. I believe mentor teachers could provide valuable leadership, assistance, and evaluation information in this function.

\*Comments were transcribed verbatim, including spellings and punctuation marks.