

THE FACTORS THAT INFLUENCE AN EFFECTIVE MENTOR AND MENTEE  
RELATIONSHIP

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## ABSTRACT

The purpose of this study was to determine what factors influence an effective mentor and mentee relationship. The study was completed at an elementary school in southeastern North Carolina and involved 4 mentors and 2 mentees. The subjects participated in a survey and a follow up interview to determine what factors they felt influenced their relationship and if they felt that they did have an effective relationship. The mentor logs were collected and analyzed for further data. It was concluded from the surveys that the subjects did feel that they had an effective relationship. The factors that were found by the researcher to be the most influential in determining ways to strengthen the relationship were mentor training, mentor's knowledge of the needs of their mentees, and scheduling time to meet regularly.

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## DEDICATION

I would like to dedicate this thesis to my parents, Mike and Phyllis Long, who have instilled in me the faith to know that I can accomplish anything.

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## CHAPTER ONE

### INTRODUCTION

Education is one of the few professions where a novice is expected to do the same job as a veteran on the first day of the job (Rivenbark et al., 2003). New teachers begin their careers excited and anxious about being in the classroom. They have new and fresh ideas to begin their first year as a teacher. The anticipation of teaching is exhilarating to the novice teacher. Even though they enter the profession full of enthusiasm, many new teachers feel like failures after only a few months (Delgado, 1999). The daily routine of a classroom is overwhelming and they battle daily with classroom management, testing, discipline, curriculum, and more. They do not feel that they are prepared to deal with the reality of teaching and many feel isolated and are scared to ask for help because they will appear inadequate (Boss, 2001).

With these feelings of isolation and failure it is not surprising that many new teachers leave the field of teaching after only a few years. Research shows that an estimated 11% of beginning teachers leave the classroom after one year of teaching, 10% after their second year, that is more than one-fifth of the beginning teachers. After three years of teaching approximately 29% of the teachers have left and after five years 39% have left teaching all together (Ingersoll, 2002). With attrition rates this high, there needs to be a focus on what the field of education can do to retain their new teachers.

Ingersoll (2002) describes numerous ways that the school systems have attempted to lower the attrition rate of teachers and encourage new people to enter the field of education. One of those includes recruiting new candidates into teaching which is a way to bring other professionals into the teaching profession. Some states use alternative

certification programs whereas college graduates from other fields can begin teaching immediately and postpone any formal education training. Other techniques include signing bonuses, student loan forgiveness, housing assistance, and tuition reimbursement.

For many beginning teachers transitioning from student to full time teacher is very difficult. For this reason, as part of the induction program in North Carolina, beginning teachers are assigned an expert teacher, or a mentor, to help ease them into this transition. Many believe that a mentor will help shape a beginning teacher's beliefs and practices (Gratch, 1998). The mentor can provide systematic guidance to a mentee and help them tackle the problems that many beginning teachers face (Vonk, 1996).

A study by Gratch (1998) and Odell and Ferraro (1992) found that mentoring might help the novice teacher adjust to teaching and reduce the attrition rate of first year teachers. Although mentoring can be helpful, it is only a part of the induction process and mentoring alone does not have an effect on teacher effectiveness or attrition, especially if it is not done well (Wong & Asquith, 2002).

#### Purpose

In the 1982-83 school year, the Department of Public Instruction in North Carolina developed and implemented mentor support programs for beginning teachers (Toolkit for mentoring effective beginnings for novice teachers, 1997). This research was the beginning of the mentor program that is being implemented in the North Carolina school systems today. According to the Excellent Schools Act, signed June 24, 1997, all beginning teachers in North Carolina will be assigned a mentor for the first three years of teaching (Mentoring North Carolina novice teachers, 1998).

According to Smith (2002), the relationship between a mentor and a mentee is paramount to successfully assist new teachers. Through these relationships, beginning teachers will be able to better handle the day-to-day challenges of a classroom. Not only are beginning teachers having trouble adjusting to their role of teaching but the expert teachers have to adjust to their role as mentors. The problem that many mentors face is that they do not have the skills or the knowledge of how to support a beginning teacher. It is important that mentors are trained to give the specific support that enables the beginning teacher to succeed (Evertson & Smithey, 2000). Novice teachers have very specific needs that should be met. Experienced teachers often find it difficult to relate to beginning teachers and how to explain their reasoning behind certain classroom practices and theories.

The purpose of this study was to develop an understanding of what factors create an effective relationship between a mentor and a mentee. Mentees, or Initially Licensed Teachers (ILTs), were questioned to determine their perceptions on their mentor and what their mentors have or have not done effectively. They were asked if they feel that the mentoring process has made them more effective teachers and/or had an impact on their professional lives. Lastly, mentees were questioned on their intentions to stay in the teaching profession and if their mentor has had an influence on their decision.

Mentors were questioned about how they perceive themselves as mentors and if they felt that they were meeting the needs of their mentees. They were asked to discuss the training that they have received and if that has helped them to be a more effective mentor. The mentors were asked to describe the mentor program and if it is fulfilling

professionally and personally for them. It is the hope of the researcher to answer the following specific questions:

1. Do mentors know the needs of their mentees and are they meeting those needs?
2. Are teachers being trained effectively to be mentors?
3. Is the act of mentoring beneficial and for the mentee and mentor?

With attrition rates as high as they are for beginning teachers, there needs to be a focus on what the field of education can do to retain these teachers. Although it is understood that mentoring does “have a positive effect on teacher retention, the question remains about what mentors should do, what they actually do, and what novices learn as a result” (Evertson & Smithey, 2000, p.1). It is the hope of the researcher that this study will be able to provide a framework of what is actually happening in the schools regarding mentoring.

Chapter Two will contain a review of literature that will discuss the history of mentoring, the induction process as it relates to mentoring, criteria for mentor selection, the role of the mentor, matching the mentor and mentee, and the characteristics of a good mentor program. It will also focus on the needs of beginning teachers and the phases of a first year teacher. Chapter Three describes the methodology used in the study and the analysis process used to interpret the data. Chapter Four presents the results of the information gathered from the participants. Chapter Five discusses the implications of this study and offers suggestions by the researcher on ways to improve the mentee and mentor relationship.

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter contains a literature review that will discuss what is happening in the school system today regarding mentoring. It begins with the historical origins of mentoring and then transitions into what North Carolina specifically requires in the area of induction and mentoring. This chapter also describes how the mentor theoretically should prepare for the role of mentoring and offers guidelines for selecting mentors. The role of the mentor is broken down into eight separate categories of ways that the mentor can support the beginning teacher. The needs of the beginning teachers are also addressed and the phases that many first year teachers go through are also described.

#### History of Mentoring

The first concept of mentoring was found to date back over 3000 years, all the way to the Ancient Greek poem *The Odyssey*. While King Odysseus was fighting the war he left his son, Telemachus, in the care of Athene, who took the role of his mentor (Colley, 2002). The mentor was referred to as a “wise and kindly elder, a surrogate parent, a trusted advisor, an educator and guide” (Colley, p. 260). Just as Odysseus trusted his son to an elder, moderns have recognized a resource in seasoned educators and ask for their wisdom to pass on to future generations of teachers (Healy & Welchert, 1990).

Today a more traditional definition has emerged that suggests mentoring is, “a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginning (protégé) aimed at promoting the career development of both” (Healy & Welchert, 1990, p.17).

“Begun in 1985, and continued through a provision of The Excellent Schools Act (1997), all Local Education Agencies are required to provide each beginning teacher with a mentor. The rationale behind this mandated support system is to provide beginning teachers support, consequently reducing the rate of teachers leaving the classroom” (Rivenbark et al., 2003, p.2). Under this act, North Carolina was required to do a study that analyzed the needs of beginning teachers and how the use of mentors could support those needs. The State Board was required to develop guidelines concerning beginning teachers teaching load, student assignments, and extracurricular duties, as well as develop a training program for mentors and set the criteria for selecting the teachers who will serve as mentors (Mentoring North Carolina novice teachers, 1998).

#### The Induction Process

For the first three years of a teacher’s career in North Carolina, they are known as an Initially Licensed Teacher, or as an ILT. “At the end of the three-year initial licensure period, a decision must be made to grant or deny continuing licensure for an employee” (Mentoring North Carolina novice teachers, 1998, p. I-18). If a teacher is granted a continuing licensure then they are tenured. There are different implications for a teacher with tenure. According to Nolan and Hoover (2004) a teacher who is not tenured can be forced to improve with an unsatisfactory rating by an evaluator. However, a tenured teacher cannot be forced to improve if they are working at a minimum level of competence. When one is granted tenure he/she is assumed to be a competent teacher.

During the introductory period all ILTs are also required to participate in an Induction Program. The goals of the Induction Program are to welcome, train, and support new teachers and to make them feel that they are a vital part of a learning

community (Wong, 2002). *Mentoring North Carolina novice teachers* (1998) lists the components that make up the program; the ones that are relevant to this study are as follows:

- Mentor (helping, buddy, peer) teachers
- Consultations with mentors & other veteran teachers
- Observation by mentors coupled with follow-up conferences
- Opportunities to observe other teachers
- Release time/load reduction for mentors and/or novice teachers
- Team teaching
- Recognize and support the induction process
- Preparation for the role of mentor

#### Mentor Teachers

In North Carolina, any teacher who is teaching for the first time in a State-funded position is entitled to a mentor, whether they are a newly certified teacher or entry-level instructional support personnel. ILTs are provided mentors for the first three years of teaching (Rivenbark et al., 2003). A mentor is an experienced teacher who will work with a beginning teacher to help shape and develop the beginner's practices and beliefs (Gratch, 1998). "Responsibilities of the mentor may include assistance with curriculum, guidance in classroom management, or even involvement in the beginner's evaluation" (Galvez-Hjornevik, 1986, p.6). Each mentor receives \$100 per month for a maximum of ten months for acting as a mentor to a novice teacher (*Mentoring North Carolina Novice Teachers*, 1998). Although the Initially Licensed Teacher is assigned to the mentor for

three years, the mentor will only be paid for the first two years (Rivenbark, Dunbar, Gaskins, Harrington, Iovacchini, Mingo, Myers, et al, 2003).

#### Consultations with Mentor and Other Veteran Teachers

According to Rivenbark et al., (2003), each mentor should meet the ILT on an average of once a week; the meeting and the content of the meeting should be documented in a log kept by the mentor. Harris (1995) found that the most discussed problems between the mentor and mentee were discipline, classroom management, and frustration of never having enough time.

#### Observations by Mentor Coupled with Follow-Up Conferences

According to the North Carolina Mentor Teacher's Handbook (2003), each mentor needs to observe his/her ILT one time in the first, second, and third nine week semesters; a total of three times. These observations should be done informally and provide verbal or written feedback in the post conference.

These type of observations followed up by a post-conference can also be described as the coaching process or Cognitive Coaching. Costa and Garmston (1994) describe this process as having three parts, 1) Planning Conference, 2) Teaching, and 3) Post-Conference. During the planning conference, the mentee and mentor clarify lesson goals, anticipate teaching strategies, determine how they are going to measure or record student achievement and determine how the mentor will gather and record the data. The Teaching phase actually requires the mentor to observe the novice teach the lesson discussed in the planning conference. The reflecting, or post conference, requires the novice to discuss his/her impressions of the lesson, recall data supporting those impressions, and infer relationships between student achievement and teacher



decisions/behavior. The mentor then synthesizes teacher learning and prescribes applications (p.18). The feedback that is given during these observations needs to focus on the collected data rather than the opinion of the mentor. According to Costa and Garmston (2002), “Feedback that is data-driven, value-free, necessary and relevant... activates self-evaluation, self-analysis, and self-modification” (p.24). Nolan and Hoover (2004) similarly describes the role of the mentor as one who engages the novice in opportunities that will cause them to reflect upon their teaching and the impact that it has on student learning. The effectiveness of these conferences is greatly determined by the quality of the relationship that the mentee and mentor have established (Vonk, 1996).

#### Opportunities to Observe Other Teachers

As part of the Induction Process, (Lach and Goodwin, 2002) beginning teachers should be allowed to leave their classrooms to observe veteran teachers in their classrooms. “The more observations made of good teaching, the more background new teachers will have in their arsenal and the sharper their focus will be on their future growth” (p.52). When given the opportunity to observe and be observed, beginning teachers develop teaching expertise quickly and are more likely to be “socialized to the norms of collegiality and continuous improvement” (Huling-Austin, 1992, p.176). Rowley (1999) describes this process as trying to improve a golf swing without actually seeing the athlete play; only using that person’s description of what they thought was wrong. When mentors and mentees have concrete experiences to discuss, it makes the relationship more powerful.

## Release Time/Load Reduction for Mentors and/or Novice Teachers

There are many concerns about the process of mentoring from the mentor and mentee. In a study completed by Ganser (1995) the greatest concern about mentoring from the mentors perspective is finding enough time to be an effective mentor. They were concerned that their other professional duties would be pushed to the side or suffer because of their commitment to mentoring. Rowley (1999) states that good mentors are those who show up and stay late for the job, but with such time constraints this task can be very difficult. Gratch (1998) did a case study of one beginning teacher who was in the process of being mentored. The teacher felt that her mentor made plenty of time for her in the beginning of the year but by the end, her mentor had too many obligations to spend time with her and meet her needs.

Novice teachers especially have time constraints that they must learn to deal with. Research shows that beginning teachers usually get assigned the hardest jobs with difficult kids (Boss, 2001). Some beginning teachers are also given demanding extracurricular activities to supervise during initial years of teaching. Since the extracurricular activities, such as drill team or directing a school play, are visible acts they may devote hours to them instead of planning lessons or grading papers (Huling-Austin, 1992).

## Team Teaching

Mentors can collaborate with their mentees while planning for their classrooms. Even though each teacher is responsible for his her classroom, teachers at a grade level or with their mentees, can meet together to plan instruction and other tasks (Riley, 2000). “Unlike traditional professional development activities, peer collaboration has been

heralded by teachers, researchers, and policymakers as essential to teachers' continuous learning" (U.S. Department of Education, 1999, p.28). Team teaching can be used to lessen teacher isolation, promoting collegiality and collaboration, and for improving student outcomes (Murata, 2002).

#### Recognize and Support the Induction Process

In order to help someone they must be willing to accept the help and feel that they are in need of assistance. Vonk (1996) believes that before one can help a beginning teacher, they need to be able to continuously reflect on themselves as teachers and their repertoire of actions. Vonk continues to describe the time of induction as one of transition and not transfer.

“The idea of transformation is a better means to explain the emotions, the feelings of insecurity and stress that a beginner experiences during induction, than simply putting it down to their inability to transfer what they have learnt about teaching during their training to the actual practice” (p.3).

A mentor can help the mentee make this transformation from novice to professional teacher. The mentor should invite the novice to learn and utilize the strategies that has helped him/her to excel professionally. As the relationship grows the mentee will begin to incorporate some of the mentor's strategies in his/her classroom (Healy & Welchert, 1990).

#### Preparation for the Role of Mentor

According to Mentoring North Carolina novice teachers (1998) each mentor is to attend a 24 hour training program which is broken down into six modules: Induction in

NC; Novice Teachers; Mentor Roles; Communication; Reflection; and Coaching Cycle (I-20). Dr. Elizabeth Fideler and David Haselkorn of Recruiting New Teachers, Inc., found that current literature on mentoring supports the idea that formal programs will generate remarkable changes for beginning teachers (Smith, 2002).

Mentor training is a vital part in the induction process (Gratch, 1998). Evertson and Smithey (2000) completed a study in which they took a sample of novice teachers and paired them with mentors with extensive training and mentors with a small amount of training. The mentors with extensive training, known as the treatment group, had a four day workshop in which they discussed their role as mentor, participated in inquiry activities, the needs of beginning teachers and the mentoring process. The mentors who received little training, the comparison group, received one day of training on district policies, evaluation, recourses for new teachers, and so forth. They found that protégés from the treatment group had more effective classroom routines and managed instruction more smoothly. The students in these groups were more engaged in their schoolwork and had less disruptive behavior. One important finding from the study is that the mentor alone is not enough to support a beginning teacher; it is crucial that the mentor is trained and skilled in how to be a mentor.

#### Criteria for Mentor Selection

Everyday classroom teachers contribute to their profession in numerous ways; one of the most significant ways is to be a mentor of a beginning teacher (Ganser, 2002). To become a mentor in North Carolina schools, a veteran teacher must possess certain criteria. According to Mentoring North Carolina Teachers (1998), a mentor is selected based upon the following qualities: successful teaching experience in the area of

licensure; appraisal ratings among the highest in the school (regardless of instrument/process used); strong recommendations from principal or peer; willingness to serve as a mentor; willingness to participate in ongoing professional development related to mentoring; preference for career status teachers who have experience in district norms, culture, and mission as well as state's goals (ABCs), strategic priorities and standard course of study; and preference should be given to those who have successfully completed a minimum of 24 hours of mentor training (I-20).

There are other qualities that should be taken into consideration when choosing to serve in the role of mentor. Harris (1995) lists the following criteria for selecting mentors:

- A definition of expertise, which includes classroom competence and a minimum of 3-5 years of experience.
- The teacher must want to be a mentor and be willing to put forth the extra commitment.
- A mentor must want to be self-confident and able to model integrity and to establish empathetic relationships with other teachers.
- The mentor must demonstrate expertise in the role. (p.99)

A study completed by Ganser (2002), discussed that the role of mentor is not appropriate for all teachers; especially those who like to work in isolation and do not want to justify their actions to a protégé. It is often assumed that if a person is a good teacher then he/she will be an effective mentor (Danielson, 183). However, just because a teacher is good at teaching children does not mean that that person is able to teach teachers (Gratch, 1998).

## The Role of Mentor

A study completed by Wildman, Magliaro, Niles, & Niles (1992) identified eight ways that mentors helped their mentees. Those categories are: 1) encouraging reflection; 2) directing and supporting beginners' actions; 3) providing direct assistance in the development of a process, policy, or product; 4) providing a menu of information and products for beginners' possible use or modification; 5) providing products, ideas that enable beginner to solve a problem; 6) encouraging/supporting; 7) beginner contributes to mentor; 8) and mediating (p. 208-209). These categories offer a framework for analyzing the role of the mentor; it is basically breaking down the role of the mentor. Although this framework is important, it does not include everything that a mentor does or should do. The role changes for every mentor. Each mentor must decide what works best for his/her mentee and adjust the role of mentor to fit the beginner's needs.

Category one-encouraging reflection-involves letting the mentees make their own decisions and drawing conclusions to their problems. The role the mentor includes listening, discussing, and brainstorming; a more nondirective approach (Wildman, Magliaro, Niles, & Niles 1992). With a nondirective approach the mentee takes responsibility for his/her learning and acts by him/herself, the mentor is there to mirror or actively probe the mentee (Vonk, 1996). If mentors simply told beginning teachers what to do, that would not allow the novices to understand why or the reasoning behind their actions. For example, giving the novice a lesson on how to open his/her classroom does not explain to the novice how or why the mentor the decided to do it that way (Huling-Austin, 1992). For this reason it is important for the mentors to be able to organize their way of thinking and be able to explain their reasoning behind their actions and

philosophies. It is also important that the mentor realize that the limited schemata of the novice may make it difficult for the novice to make inferences on his/her classroom.

Rowley (1999) describes a good mentor as one who is empathetic and accepts the mentee as a developing professional. The mentor should not judge the novice as being naïve, arrogant, or defensive but accept it as a challenge to overcome.

The second category- directing and supporting action-requires the mentor to detect problems while they are developing and offer advice and solutions when needed (Wildman, Magliaro, Niles, & Niles 1992). These types of situations are easier to detect when the mentor and mentee have a strong relationship built on trust. “The best mentoring occurs when a symbiotic relationship incorporating trust, communication, and support can be built” (Rivenbark et al., 2003, p.6). Beginning teachers want instructional support, they want teachers who will share ideas with them, they can observe them teach, and who will help with activities and lesson plans. They need teachers who will help them get up to speed quickly (Boss, 2001). Teachers grow professionally when they are able to have a professional dialogue with other teachers and offer each other constructive feedback and support (Danielson, 2002).

Category three - providing direct assistance in the development of a process- can involve numerous aspects. “As trusted guides, the mentors worked hand-in-hand with their beginning teachers to ensure that they learned the essentials required for success in the profession” (Wildman, Magliaro, Niles, & Niles, 1992, p.207). This can be accomplished through the Cognitive Coaching process explained earlier in the chapter. In the coaching cycle it is important that the mentor “takes a nonjudgmental stance and uses tools of reflective questioning, pausing, paraphrasing, and probing for specificity”

(Costa & Garmston, 2002, p. 13-14). While providing this type of assistance a mentor usually uses a non-directive mentoring approach or collaborative-mentoring.

Collaborative mentoring involves the mentor and mentee working together as equals in the mentoring program. The mentor acts as a probe and mirror, as in the non-directive mentoring, but also participates in the problem solving process by offering solutions and proposing actions (Vonk, 1996). Wildman, Magliaro, Niles, & Niles (1992) also reported that mentors can provide assistance by sitting in on parent conferences, planning together, allowing the mentee to observe class, and helped to set up class routines.

Category four, providing a menu of information and products for beginners' possible use or modification, involves sharing ideas and the mentor offering advice to the beginner that will save him/her time and effort. "Without this type of assistance, novices reported spending much of their time inventing procedures and products, often with little idea of what would work" (Wildman, Magliaro, Niles, & Niles, 1992, 207). If beginning teachers are left on their own then they may simply struggle day to day to prepare content and materials instead of creating a coherent plan for long-term objectives (Kaufman, Johnson, Kardo, Liu, & Peske, 2002).

In the fifth category, providing products, ideas that enable the beginner to solve a problem, mentors' intentions were to save the mentee time or prevent them from making a serious mistake, it was described as the mentor saying "Here, *take* this and *do* this" (Wildman, Magliaro, Niles, & Niles, 1992, 210). In this situation the mentor uses a more direct method of mentoring, he/she act more like a resource person. The mentor analyzes the mentees actions, identifies the problem, and offers numerous solutions (Vonk, 1996).



Category six, encouraging/supporting, included mentors using a combination of personnel and professional support to keep mentees motivated, positive, cared for, and less isolated (Wildman, Magliaro, Niles, & Niles, 1992). Rowley (1999) states that a good mentor communicates their belief in the mentee and their ability to transcend challenges and accomplish great things in the future. This can be vital at a time when beginning teachers have a low sense of efficacy. An efficacious person is one who is willing to take action and believe that their actions will make a difference. They are positive, optimistic, and secure in their own coping abilities. When a teacher has a sense of low efficacy, then blame, withdrawal, and despair will likely follow (Costa & Garmston, 1994).

Isolation in the classroom is something that many new teachers face, they are simply left alone in the classroom with little support, often in shock about the realities of teaching (Delgado, 1999). Through these meetings with their mentors, ILTs can discuss problems that they are facing in the classroom. All beginning teachers have to listen to others, it is rare that they have someone to listen to them (Rogers & Babinski, 1999). To alleviate the isolation that many new teachers feel Lach and Goodwin (2002) suggest reaching out to ILTs on a personal and social level which can be accomplished by sitting with them at staff and department meetings or eating lunch with them. This can help build a relationship and a sense of trust between the mentor and mentee with other facility members.

Category seven, beginner contributes to mentor, can also increase the mentees sense of efficacy by making them feel that they are important and have something to offer their mentors. Wildman, Magliaro, Niles, & Niles (1992) reported that, “beginners

especially liked being able to give (make a professional contribution to their colleagues) as well as receive” (p.210). When veteran teachers capitalize on the innovations of the beginning teachers, the better everyone performs (Lach & Goodwin, 2002).

The last category, mediating, refers to the situations where the mentors acted like a mediator to introduce their mentees to other teachers and administrators and connect them to resources in and out of the school system (Wildman, Magliaro, Niles, & Niles 1992). Teaching can be such an isolating profession that it is important that the mentor reach out to the mentee on a professional and social level (Lach & Goodwin, 2002).

In a study completed by Ganser (1995), mentors were able to comment on their questions and concerns about their role as a mentor. One concern of the mentors was being seen as an evaluator instead of a supporter. One respondent wanted to know how to make the beginning teacher feel like he/she was a resource instead of an evaluator while another expressed concern about the administration seeing him/her as a toll for evaluation. According to Nolan (2003), “The purpose of teacher evaluation is to make judgments concerning the overall quality of the teacher’s competence in carrying out assigned duties as well as to provide a picture of the quality of teaching performance across the professional staff. The purpose of supervision is to promote individual teacher growth beyond the teacher’s current level of performance” (p.5). Historically, evaluation and supervision have been kept separate because supervision is based on helping teachers improve while evaluation focuses on how well they are doing. If a mentor, or supervisor, is asked to evaluate a mentee it can dampen, or even betray, the trusting relationship that is needed for teacher growth and learning to take place (Sergiovanni & Starratt, 2002). Rivenbark et al. (2003) states that in North Carolina, an ILT is observed and evaluated

four times a year. The principal, or his/her designee, must complete three out of the four evaluations; a peer teacher must conduct the fourth. Although the mentor is expected to observe his/her mentee throughout the year, it is left to local policy if the mentor will be the peer teacher who will do the fourth formal observation. “Because the relationship between the a mentor and mentee is built on trust and communication, it is often helpful if a peer teacher who is not currently serving as the mentor for the beginning teacher conducts the required observation” (p.133).

#### Characteristics of a Good Mentor Program

A good mentor program gives all the responsibilities and describes the role of the mentor (Rowley, 1999). Many times mentors do not know how to help their mentees. They are confused about their role; are they more of a guide, instructor, advisor, friend or all of the above? Lach and Goodwin (2002) describe mentoring as a “complex role that encompasses criticism and praise, pressure and nurturing, logistics, organization, and persistence” (p.22).

Many teachers that are serving as mentors have not participated in a formal mentoring training program. Rowley (1999) states, “This prevalent aspect of school-based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work” (p.20). They may find the role of mentor especially complex and confusing. They are unsure of how to share their years of teaching experience without being overbearing (Ganser, 2002). Some mentors express concerns about being seen as an interference rather than a helpful guide (Ganser, 1995). It is vital that mentors know what the expectations of them are. This will alleviate concerns about the role of the mentor and

where they fit in with the mentee. Mentoring encompasses so much more than simple support and help. Danielson (2002) describes the typical mentor support as including, “assistance in planning and delivering lessons, working with students with special needs, interacting with parents and staff, and providing encouragement” (p. 184). It is important that the mentor have the training in order to know how to fulfill the needs of the novice teacher. The training can range from a short orientation to extensive training (Ganser, 2002).

Rowley (1999) describes three characteristics of a good mentor program. First, a mentor program requires formal training for all mentors, it provides specific examples of the roles and responsibilities expected of a mentor, and it requires mentors to document all conferences and activities involving the mentee and mentor. If a mentor does not have clear expectations and high quality training then it minimizes their ability to help and support beginning teachers (Ganser, 2002). According to Huling-Austin (1992) research has also shown that teachers should be trained in schema theory, how to discuss the subject matter with the mentee. The mentor should focus on how they solve problems and try to explain the organization of their thinking to their mentee. Records indicate that in the beginning stages of the mentee/mentor relationship focus on providing information about the system rather than curriculum and instruction (Gratch, 1998). As a result, mentors need to be trained in how to incorporate subject matter in their conversations with their mentees. Mentors may also need to be trained in how to collaborate with other teachers. After years of working in isolation they need to work on developing the skills to mentor novices (Gratch, 1998).

## Phases of a First Year Teacher

According to Rivenbark et al. (2003), beginning teachers go through a roller coaster of emotions their first year teaching and there are certain phases that new teachers display. It is important for mentors to be aware of these phases and the type of support appropriate at each stage. The *Mentoring Novice Teachers* (1998) document describes these five phases as: anticipation, survival, disillusionment, rejuvenation, and reflection. The anticipation phase begins at near the end of the student teaching. They are excited about beginning their first teaching position and often idealize their role as the teacher (II-19). They begin the year with unrealistic optimism which can lead the program planners to think that beginning teachers have everything under control (Huling-Austin, 1992).

The survival phase usually begins after the first month of teaching. They are overwhelmed with the realities of teaching. They do not feel that their teacher preparation programs and field experiences prepared them for their career. (*Mentoring Novice Teachers*, 1998). Huling-Austin (1992) states that many teachers enter the profession thinking that teaching is not that hard. They leave the college programs where they are supported by numerous professionals and enter a classroom where that support is no longer present. This is where teachers “experience the ‘shock’ of classroom reality” (Gold, 1989, p.67). Not only do they have to learn how to deal with day-to-day classroom management but they also have to learn how to integrate the curriculum in their lessons. In a study completed by Kauffman, Johnson, Kardos, Liu, & Peske (2002) one-fifth of the new teachers described that they did not receive an operational curriculum; they were left to decide what to teach and how to teach it. They further

described that novice teachers spend an enormous amount of time and money developing their own curriculum from scratch while they are still learning how to “maintain discipline, facilitate class discussions, communicate with parents, grade papers, and negotiate the complicated red tape of school” (p.8).

The disillusionment phase usually begins after six to eight weeks of teaching; the length of this phase varies depending on the teacher. They begin to question their competence and ability to teach. They are bombarded by new events in a small time frame and this only adds stress to an already stressed individual (Mentoring North Carolina novice teachers, 1998). Beginning teachers are often given the hardest classes with the most difficult students. Their salaries are minimal, their self-esteem is lowered and they are blamed for low performing students (Boss, 2001). Additionally, beginning teachers are expected to teach as well as experienced teachers.

According to Mentoring North Carolina novice teachers, (1998), the rejuvenation phase usually begins in January after winter break. During this break, they have had a time to reflect on their first few months as a teacher. They use the first half as a learning experience to develop coping strategies and reflect on problems they have had in the past and plan for future difficulties in the last part of the year. The novice teachers are concerned with if they will be able to accomplish everything by the end of the year and if they have taught everything that was expected of them. They are concerned about how their students will perform on end of the year tests. The reflection phase, which usually begins in May, is a time when beginning teachers feel invigorated about their first year teaching. They reflect about their past school year and begin to plan for their upcoming year.

## The Needs of a Novice Teacher

A problem that faces many beginning teachers is that of isolation in the classroom. Teachers work in settings where the actual building does not allow easy interaction between the teachers. These “invisible walls” create a sense of autonomy between the teachers (Rogers & Babinski, 1999, p.38). Many teachers feel a sense of isolation in their classrooms. “New teachers are left alone in a classroom, often for the first time, with no significant support” (Delgado, 1999, p.27). This isolation can leave a novice feeling alone and abandoned by the school system and other teachers. Many teachers begin their careers with very little interaction except with the students in their classroom (Boss, 2001). Research shows that creating supportive and meaningful relationships can lessen this feeling of isolation. “Teachers grow professionally when they seek out peers for professional dialogue and turn to each other for constructive feedback, affirmation, and support (Danielson, 2002, p.183). This state of mind can also be known as interdependence. Costa & Garmston (1994) describe an interdependent person as one who is altruistic, seeks collegiality, contributes to the common good, and draws on resources from others. “Interdependence is an essential state of mind for effective schools” (p.140).

## Matching a Mentor and Mentee

There are varying viewpoints on what is important in matching the mentee with a mentor. Harris (1995) lists the following qualities as important when pairing a mentee with a mentor:

- The mentor should be older than the new teacher.
- The mentor and mentee should be at the same grade level and the subject matter.
- The classrooms of the mentee and mentor should be located near each other.
- The mentor and mentee should have compatible theories ideologies and agree that their relationship is important for professional development. (p.99-100)

Galvez-Hjornvik (1986) discusses the importance of age and gender when pairing a mentor to a mentee. The mentor should be 6 to 8 years older than the mentee; if the mentor is older then there is a chance that the relationship will resemble a parent-child relationship. Galvez-Hjornvik also concludes that male-female relationships are more complex due to “sexual tensions and fears, public scrutiny, and stereotypical male-female roles” (p.9).

It has been recommended by researchers that the mentor and the novice teachers teach the same grade level or subject matter so the mentee can get answers to specific questions about curriculum and the subject matter (Huling-Austin, 1992). A concern mentioned by mentors in a study completed by Ganser (1995) was that of being assigned a mentee that taught in a different location and/or taught a different grade or subject. For



that reason it is beneficial to the relationship for the mentee and mentor to be located in the same building so if the mentee has a concern he/she can immediately go to his/her mentor. The most crucial component in matching a mentee to a mentor is their ability to work together and build a relationship that is built on trust, respect, and each others ability to work competently (Galvez-Hjornevik, 1986).

It is also important to consider the physical and emotional needs of both the mentor and mentee when pairing the two. The mentor should be an experienced and successful teacher who is willing to take on the responsibility of mentoring. It is considered best if the mentor and mentee are the same sex, have compatible ideologies about teaching, are located on the same, and teach the same grade or subject. Although there are certain acts that the state requires the mentor to do, the role that each mentor takes is different according to the needs of the beginning teacher.

#### Summary

Novice teachers begin the year excited about teaching and full of enthusiasm about their new chosen profession. This excitement is quickly dampened when the realities of teaching and the shock of being in charge of a full classroom. Mentors can help smooth this transition from novice to beginning teacher (Vonk, 1996). The act of mentoring alone however is not enough, the mentor needs to be trained and given adequate time to fulfill the duties of mentoring.

## CHAPTER THREE

### METHODOLOGY

The previous chapter discussed the importance of mentoring, offered a framework for the role of the mentor, and discussed the needs of beginning teachers. This chapter describes how the research was completed and the instrumentation used to gather data. It lists the defining characteristics of the mentors and mentees that participated in the study and describes how the data was analyzed by the researcher.

#### Setting

This research was completed at an elementary school located in southeastern North Carolina named Park Elementary School, for the purpose of the research, a pseudonym name was given to the school. At the time of the research there were 619 students enrolled in kindergarten through fifth grade. Of those students, 198 are on free lunch and 56 are on reduced, which makes 41% of the school on free or reduced lunch. Since the students on free and reduced lunch exceed 40%, the school is considered a Title 1 school. The following is the demographics of the staff members at Park Elementary:

- 41 teachers total
- 21 teachers with masters degrees
- 0 teachers lateral entry
- 6 ILTs
- 1 principal
- 1 assistant principal

Of the 41 teachers, 30 of those are classroom teachers. There are a total of 82 employees at the school. The school is not currently a PDS school; it is not in a partnership with a

university. The current principal does plan on changing this in the future. The attrition rate of the school 8% while the attrition rate for the county is 16%.

### Participants

The participants for this study were ILTs and their mentors. It was the intention of the researcher to have 8 participants, 4 mentors and their 4 mentees. However 2 mentees did not participate. The final participation in the study consisted of 4 mentors and 2 mentees. The grade levels that the subjects taught ranged from Grade 1 to Grade 4 and learning disabilities. All of the participants were females. All participants taught on the campus of Park Elementary School. All mentors and mentees teach the same grade level. One mentor teaches exceptional children; those classified as learning disabled. Tables 3.1 and 3.2 describe the characteristics of all the subjects. Table 3.1 describes the mentees and Table 3.2 describes the mentors. This information was gathered by surveys distributed to the all the subjects. The grade levels that the participants taught ranged from Grade 1 to Grade 4 and learning disabilities. To protect the anonymity of all the participants, the grade that the person teaches will not be given and pseudonym names were given to participants.

Table 3.1. Characteristics of Mentee Participants

ILT Name	ILT Level	Enter college after teaching	Able to choose mentor	Had same mentor as ILT	Taught only at Park Elementary
Jackie	3	Yes	No	Yes	Yes
Brooke	2	Yes	Yes	No	Yes

Table 3.2. Characteristics of Mentor Participants

Mentee Name	Level of ILT	Volunteer for the position	Length of time with mentee	Training received for mentoring	Mentored other ILTs
Phyllis	ILT 3	Yes	2 years	2 day workshop	Yes
Erica	ILT 2	No	2 months	3 day training	No
Doris	ILT 3	Yes	5 years	Orientation workshop	No
Anna	ILT 3	No	2 years	2 meetings	Yes

Anna was Jackie’s mentor and Erica was Brooke’s mentor. However, Erica is no longer Brooke’s mentor and was not currently her mentor at the time of the research. Erica had recently stopped mentoring Brooke due to reasons explained later in Chapter 4. At the time of the research Brooke had just recently been assigned a new mentor but that mentor was not asked to participate due to the short time they had worked together. The researcher did not feel that they had enough time to build a relationship that would be useful and viable to this research instead, Brooke’s previous mentor Erica was asked to participate. Doris’ mentee did not return the questionnaires and Phyllis’s mentee chose not to participate in the study. All of these participants volunteered to be in the study.

Mentees are assigned mentors for the first three years of teaching however, Doris has been with her mentee for 5 years. Her mentee teaches in the Intensive Behavioral Support class (IBS) and her first two years of teaching she taught grades K-5. Her third year of teaching they switched her class to only grades 3-5. For this reason, she had to began her third year as an ILT 1, this will be her fifth year as an ILT.

#### Instrumentation

The researcher completed a review of literature in the beginning of the study to determine what previous research suggests as an effective relationship between a mentor

and mentee would be. The researcher used 3 ways to gather data; surveys, interviews, and mentor logs from the mentors (See Appendix A, B, C, D). This was done to triangulate the data. Triangulation is when different methods are used to gather data to compare different approaches to the same thing. This makes the research more credible when the methods of collecting data agree (McMillan, 2000). All participants were given a consent form to sign to agree to participate in the study (See Appendix E). The consent form was approved by the Institutional Review Board (IRB) and was signed by all the participants prior to data collection.

The qualities of an effective relationship were identified and then surveys were found and adapted by the researcher and a semi-structured interview was created to fit the needs of this research. There were different surveys and interview questions for the mentor and the mentee, however both focused on the same qualities of an effective relationship. The surveys were followed up with semi-structured interviews.

Both surveys were created using portions of three already completed surveys, “Mentor Teacher Self-Reflection” and “Novice Teacher Evaluation of Mentor Teacher” were retrieved from the *Toolkit for Mentoring Effective Beginnings for Novice Teacher* (1997) created by the Department of Public Instruction in North Carolina. The third survey used was from a study completed by Ganser (2002), *How Teachers Compare the Roles of Cooperating Teacher and Mentor*.

The surveys sent to the mentors consisted of 31 questions, in the form of multiple choice and open-ended questions and questions that they could rate using a Likert scale, ranging from 1-Strongly Agree to 5-Strongly Disagree. The objective of these questions was to retrieve background information about the training that they received to be a

mentor. The survey also focused on how they thought their mentees perceived them based on the qualities discussed earlier in chapter 2 and how they perceived the role of mentoring, if they found it satisfying for them. The follow-up interview consisted of 11 questions and focused more on the mentor, the mentors training, what they consider rewarding and frustrating about mentoring, and their personal and professional fulfillment from mentoring.

The mentees' survey consisted of 25 questions, 6 multiple choice and 19 using a Likert scale ranging from 1-Strongly Agree to 5-Strongly Disagree. The multiple choice questions were used to gain background information about the individual while the last 19 questions were used for the mentee to rate their mentor on the qualities of an effective relationship discussed earlier in chapter 2 and their intentions to stay in the field of teaching.

Each interview lasted for approximately 15 to 30 minutes apiece. The interviews were used to follow-up on questions asked in the survey and to probe for further information. The interviews varied in length due to the participants' willingness to discuss and elaborate on their experiences.

The third form of data was gathered from the mentor logs. Each mentor is supposed to keep a log detailing the date, time, and topic of each meeting with his/her mentee. The logs were used as documentation to see how often each mentee and mentor met and the topics discussed at their meetings

#### The Researcher

When I was a first year teacher, I was assigned a mentor that was located in the classroom next to me and we both taught the same grade. In the beginning of the year

she was very supportive of me, helping me plan lessons for my class and how to handle everyday instructional tasks such as report cards and forms. We met every week and I felt that I could go to her with any problems that I faced in my classroom. After the first semester however, she did not seem to have the time to meet with me every week. I knew that if I had a question that I could go to her but I really needed that weekly assurance that I was doing things correctly and teaching effectively. I felt that there were tasks that she would do for me instead of taking the time to explain the process to me such as planning field trips and how to incorporate community speakers in my class.

My mentor was a very nice person and a wonderful teacher but I felt that she was more of a friend who helped me out every once in a while rather than a constant figure to help and support me. This left me feeling overwhelmed and unsure if I was even teaching effectively. Through my reading, I discovered that this is a feeling that many beginning teachers feel; lost in a profession that they felt so secure going into. It is my personal history as a mentee that prompted me to begin my research in how a mentor can better support and guide a beginning teacher.

### Limitations

This research relied on the honesty and truthfulness of human participants. There is a chance that the participants were not completely honest in their evaluation of the mentor program. However, the researcher took every precaution to assure the participants that their anonymity would be protected and none of the information in the report would be attainable to them. The researcher is also a colleague of the participants and has been able to build a professional relationship with them. It is the hope of the

researcher that this relationship will result in honest and dependable answers from the participants.

Another limitation of the study is the small sample size. With such a small amount of participants, it can be difficult to generalize to others. However, the purpose of this study is not to make generalizations about the mentor/mentee relationship but to gain a better understanding of the relationship.

The subjects in this study were volunteers and were chosen using convenience sampling, group of participants selected because of availability and location (McMillan, 2000). Using a convenience sampling does make it difficult to make generalizations about a population but again, the purpose of this study is not to make generalization but to gain an understanding of the relationship between a mentor and mentee at this particular site. The participants volunteered to be in this study. According to McMillan (2000), volunteers are commonly used in research because “the availability of subjects is often limited by time and resources” (p.113).

Another possible limitation to this study is my experience with my mentor. As a previous mentee, I have my own personal ideas about what creates and effective mentor/mentee. I plan to bracket my experiences so they do no interfere with the collection and analysis of data however, given my history, it may be seen as a limitation to the study.

#### Data Collection

Before any research was sent to the participants, this research project had to be approved by the Institutional Review Board (IRB) at The University of North Carolina at



Wilmington. A proposal describing the purpose of the research, consent forms for the participants and the principal, and the methodology was approved by the IRB.

Written permission was obtained from the principal (See Appendix F) before the surveys were distributed to the subjects and all subjects signed the IRB approved consent forms. Surveys were distributed to the participants in their school mailbox along with an introduction letter (See Appendix G) and then returned to the researcher in her school mailbox. Participants were asked to return the forms within 4 days. Once the questionnaires were returned, a follow up interview was scheduled with each participant during their planning periods or after school. Each interview was audio taped and then personally transcribed by the researcher. The researcher was the only one who heard the audio recordings and the tapes were destroyed after the transcribing was completed. Mentors were asked, following the interview, for a copy of their mentor logs.

All of the questionnaires were returned except by one mentee; as a result, a follow-up interview was not conducted. A follow-up interview was conducted with all other participants. One mentee, Brooke, asked if she could complete 3 surveys, one for each of mentors. She felt they were all so different and one survey could not represent all of their different mentoring styles. She made the copies of the survey herself and returned all three to the researcher. The researcher was able to attain 2 mentor logs for this current academic year, one mentor log from the last academic year, and another type of log created by the mentor to document issues addressed in their meetings and then she matched that issue to the Teacher Performance Appraisal Instrument (TPAI) objectives. The TPAI is a form used when evaluating a beginning teacher.

## Data Analysis

McMillan (2000), states that a thorough analysis has three steps: organization, summarization, and interpretation of the data. The researcher began organizing the data by critically reading all forms of data: surveys, interviews, and mentor logs. While reading, the researcher began to code certain themes that appeared with different colored highlighters. “The most common approach to organizing data is to read through the data; look for words, phrases, or events that seem to stand out; and then create codes for these topics and patterns” (McMillan, 2000, p.264). These codes then serve as categories or themes. Once the categories were identified, the researcher cut and pasted common themes on a large poster board of paper for interpretation.

## Summary

This chapter summarized the characteristics of the subjects and the methodology used to gather data for this research. The data analysis consisted of coding the data and then pasting each theme on a large poster board. The three themes that seemed to stand out by the researcher was: meetings with mentee, mentor training, and the effect of mentoring on the mentee and mentor. These themes will be further examined in Chapter 4. Chapter 5 will explain the researchers findings and offer suggestions for improving the mentor and mentee relationship based on this research.

## CHAPTER FOUR

### RESULTS

This chapter will discuss the data received from the mentees and mentors. It will begin by determining if the mentees and mentors who participated in this study believe that they have an effective relationship and what factors do they believe make it effective. The researcher will then explain the three themes that emerged from the data: meetings with mentee, mentor training, and the effect of mentoring on the mentee and mentor.

#### Mentors' Perceptions of Their Effectiveness

The mentors answered a survey that evaluated themselves as mentors. The questions ranged from their acceptance of their mentee to how well they provide constructive ideas and support. There were 16 questions that addressed this issue. I wanted to determine if the mentors saw themselves as effective mentors before I interviewed them about what factors make an effective mentor/mentee relationship work. Table 4.1 shows the responses of the survey from the mentors' perspective only, four mentors were sent surveys and all were returned.

#### 4.1. Mentors' Perceptions of Their Effectiveness

Question	Positive Response (Strongly Agree/Agree)	Neutral Response (Neither Agree or Disagree)	Negative Response (Disagree/Strongly Disagree)
Q1	4 (100%)	0 (0%)	0 (0%)
Q2	3 (75%)	1 (25%)	0 (0%)
Q3	4 (100%)	0 (0%)	0 (0%)
Q4	4 (100%)	0 (0%)	0 (0%)
Q5	4 (100%)	0 (0%)	0 (0%)
Q6	3 (75%)	0 (0%)	1 (25%)
Q7	4 (100%)	0 (0%)	0 (0%)
Q8	4 (100%)	0 (0%)	0 (0%)
Q9	3 (75%)	1 (25%)	0 (0%)
Q10	4 (100%)	0 (0%)	0 (0%)
Q11	3 (75%)	1 (25%)	0 (0%)
Q12	2 (50%)	2 (50%)	0 (0%)
Q13	3 (75%)	1 (25%)	0 (0%)
Q14	3 (75%)	1 (25%)	0 (0%)
Q15	4 (100%)	0 (0%)	0 (0%)
Q16	4 (100%)	0 (0%)	0 (0%)

Table 4.1 shows that all of the mentors whom participated in this study believed that they are effective mentors, the only discrepancy was on Question 6. This Question asked if they feel that their mentee is comfortable bringing problems them. There were several questions that one or more mentors neither disagreed nor agreed. Question 12, which asks if the mentor and mentee sharing common educational philosophies, had two responses as neither agreeing nor disagreeing. Question 2, helping the mentee feel he/she belongs in the school and profession; Question 9, provide him/her with constructive ideas; Question 11, respectfully listen to his/her point of view; and Questions 13 & 14, modeling self-reflection and nurturing the mentees self-reflection, all had one neutral response.

## Mentees' Perception of Their Mentors

Each mentee was also questioned on how effective they perceived their mentors, using the same type questions that the mentors had. The purpose of this is compare how the mentors perceived themselves compared to how the mentees perceived them. The mentee Brooke did ask to complete 3 surveys, one for each of her mentors. However, only one of her mentors participated in this study so therefore, the survey that only pertains to the mentor in this part of the study. Since the purpose of this survey was to rate how the mentors perceived themselves compared to how their mentees perceived them, it was unfair to include her other two mentors because they did not have to the opportunity to rate themselves. Table 4.2 show the responses of the mentees only, 3 surveys were sent out, two returned.

Table 4.2. Mentees' Perceptions of Their Mentors

Question	Positive Response (Strongly Agree/Agree)	Neutral Response (Neither Agree or Disagree)	Negative Response (Disagree/Strongly Disagree)
Q1	2 (100%)	0 (0%)	0 (0%)
Q2	2 (100%)	0 (0%)	0 (0%)
Q3	2 (100%)	0 (0%)	0 (0%)
Q4	2 (100%)	0 (0%)	0 (0%)
Q5	2 (100%)	0 (0%)	0 (0%)
Q6	2 (100%)	0 (0%)	0 (0%)
Q7	2 (100%)	0 (0%)	0 (0%)
Q8	2 (100%)	0 (0%)	0 (0%)
Q9	2 (100%)	0 (0%)	0 (0%)
Q10	2 (100%)	0 (0%)	0 (0%)
Q11	2 (100%)	0 (0%)	0 (0%)
Q12	1 (50%)	1 (50%)	0 (0%)
Q13	1 (50%)	1 (50%)	0 (0%)
Q14	1 (50%)	0 (0%)	1 (50%)
Q15	0 (0%)	2 (100%)	0 (0%)
Q16	2 (100%)	0 (0%)	0 (0%)
Q 17	2 (100%)	0 (0%)	0 (0%)

Through the information gathered, there does not seem to be a significant difference between the ways the mentors rated themselves and how their mentees rated them. The only question that had a negative response was number 14, the mentor volunteers his/her special skills. Question 15, the mentor is proud of his/her self-reflection had two neutral responses.

#### Mentors and Mentees Perception of Mentoring

The last 9 questions in the mentor’s questionnaire asked them to rate how they feel about the mentoring process. The questions that were asked referred to their understanding of the role of mentor, if they feel they are supported, and if being a mentor was satisfying personally and professionally. Table 4.3 shows the responses of the mentors.

#### 4.3. Mentors’ Perceptions of Mentoring

Question	Positive Response (Strongly Agree/Agree)	Neutral Response (Neither Agree or Disagree)	Negative Response (Disagree/Strongly Disagree)
Q17	2 (50%)	0 (0%)	2 (50%)
Q18	3 (75%)	0 (0%)	1 (25 %)
Q19	2 (50%)	1 (25 %)	1 (25 %)
Q20	2 (50%)	2 (50%)	0 (0%)
Q21	3 (75%)	0 (0%)	1 (25 %)
Q22	3 (75%)	0 (0%)	1 (25 %)
Q23	2 (50%)	0 (0%)	2 (50%)
Q24	1 (25 %)	2 (50%)	1 (25 %)
Q25	1 (25 %)	0 (0%)	3 (75%)

The question that half or more of the mentors disagreed with, was Q17, there are adequate incentives for me to want to serve in this role; Q23, serving in this role has had a positive influence on my career as a teacher; and Q25, feeling that they had adequate time to work with their mentee.

The mentees were also questioned on the impact that mentoring has had in their decision to stay in or leave the field the profession and their intent to stay in teaching.

Table 4.4 shows the responses of both mentees.

#### 4.4 Mentees' Perception of Mentoring

Question	Positive Response (Strongly Agree/Agree)	Neutral Response (Neither Agree or Disagree)	Negative Response (Disagree/Strongly Disagree)
Q18	0 (0%)	1 (50%)	1 (50%)
Q19	1 (50%)	0 (0%)	1 (50%)

Question 18 asked the mentees if their mentors had influenced their decision to stay in or leave the field, there was one neutral and one negative response. Question 19 asked if they planned to stay in teaching, one answer was positive and one answer was negative.

#### Meeting With Mentee

While coding all of the data three dominant themes seemed to keep reappearing through all the interviews, surveys, and mentoring logs: meetings with mentee, mentor training, and the effect of mentoring on the mentor and mentee. On the survey, 3 out of 4 mentors felt that they did not have adequate time to meet with their mentee.

One mentor, Anna, said, “To be honest with you, to be totally honest, the only time we have ever met one on one, is to complete those logs.” She felt that they spent too much time completing paperwork and not discussing teaching. Anna also felt that the meetings she had with Jackie, her ILT, were too formal and that may be why she does not feel comfortable bringing problems to her. Anna stated, “She probably doesn’t feel comfortable coming to me because she feels like I have to jot that down somewhere...” Jackie, on the other hand, believes they meet a lot informally, “As far as grade level meetings go, we meet a lot on the sidewalk, we do things like that so we try to meet

about, we probably talk at least once a week or once every other week.” Anna said that Jackie works very closely with another teacher planning and doing a lot of stuff together; in fact the principal thought that that teacher was her mentor. When asked about the needs of her mentee, she responded, “I have no idea to be honest with you...” She felt like all she could do was just be there for her if she had questions about curriculum and things.

Anna has formally evaluated Jackie once and they did meet one on one to discuss the observation. Anna discussed how nervous she was about putting comments on the observation sheet, “I did put one because I didn’t want it to look like she did everything perfectly but at the same time I didn’t want her to feel like I was being critical by putting a lot of comments on it because I knew it had to be turned in.” Jackie said that Anna had evaluated her a few times, “I take her suggestions wholeheartedly, I look at what she has to say, I value her opinions and she has been very true, very honest and very kind...”

I asked Anna for her mentoring logs and she responded, “My mentee and I had not been doing them because we thought that we didn’t have to do them.” She did give me a copy of their logs from last year. They have meetings documented about twice each month and discuss a variety of topics. All occurred after school except for one morning observation, a follow-up conference was not documented.

Another mentor, Erica, when asked about meeting with her mentee stated, “Well, we exchange classes so we would always have some time during the day where we would touch bases and a lot of times instead of the meeting type things we would just kind of discuss things then or if she was walking by my room or I’d her, that type thing.” Erica was Brooke’s second mentor and mentored her for two months. When I asked Brooke



about making time to meet with her mentors she said she met with her first mentor one time for the entire year. When asked about her second mentor Erica stated that she had just taken the mentor class and their relationship was more like a partnership. “It was you know giving advice; it was more like offering suggestions to each other. We didn’t have any real professional sit down, let’s discuss this mentor/mentee thing.” Her third mentor had attended an ILT 2 meeting downtown with her but they had not met yet.

When asked about formal evaluations, Erica said that she, “...did an informal evaluation that the mentor training asked me to do and I felt fine with that and I think the new teacher felt fine with that also.” However, Brooke said that her mentor never evaluated her. I also asked Erica for their mentor logs for documentation of their meetings. Their logs consisted of one observation in November and one other entry, “Oct – Dec 03, Discussed – discipline plan, substitute plans, general support in all areas.”

When asked about the needs of her mentee, Erica thought the main need was “...organizational skills and we call it Stuff that has to be done that does not necessarily deal with teaching.”

Doris and Phyllis did not have trouble finding time to meet regularly with their mentees. Doris stated, “...we meet pretty often, it is usually unscheduled informal, you know stop by, drop by.” When asked if she thought that mentors should receive less duty in order to spend more time with mentees, she responded, “...she is not a real time intensive mentee so you know it really hasn’t been an issue. There are some mentees though that yes, you would need time to schedule and sit down...” When I asked Doris for their mentor log, I received a log that she had created. It did not list the times that

they met but it did list the objectives that they had met about. She stated that her mentee has "...very few needs other than to run issues by me and how I would deal with them."

Phyllis met with her mentee every week and does not feel that she needs more time to work with her mentee. Phyllis was the only one who had a completed and current mentor log that documented all of their meetings and three observations followed by the post conferences. She said, "I have been in the classroom and observed as a peer, more than one occasion, several occasions this year, I communicate on a regular basis with the principal based on things that are observed or that things that she feels I need to be made aware of in order to assist..." Phyllis stated that the topic mostly discussed in their meetings was planning; 17 out of the 30 meetings and observations dealt with planning. When asked about the needs of her mentee Phyllis mentioned classroom management, planning, and paperwork.

#### Mentor Training

The mentors interviewed received a variety of training in order to prepare for their role as mentor. For Anna's first mentor she went to one meeting and "...we were told we didn't have to come back, you know, they just told us what we would be doing for the first year." That mentee moved, the next year she received another ILT, Jackie. Anna was supposed to go to 4 meetings the next year for her second year of training but Jackie did not start at the beginning of the year. By the time she was asked to mentor her, she had missed the first 3 meetings.

I only attended one and that was the very last one. I was told that I was supposed to make up the other three. Well, I kept calling the person that was in charge, even when they were at other schools, I would call that school in the afternoon after work and try to get up with them to try to find out when can I make up my other three meetings and I was told that they were remodeling down at the central office at the time and that they were not, you know, they would let me know. So I

got the impression to please stop calling that they would get in touch with me and let me know when I could make them up. Well, I never did.

When asked if she felt confident as a mentor she answered she did not.

No, I certainly do not. I do not feel confident and I feel like I really don't know because of the lack of training, I really don't know what is expected of me and so therefore I can not tell my mentee what is expected of her. It is just not a good feeling; it's not a very good experience.

Erica received three full days of training that taught her about what ILTs go through and how to support them.

Three full days and during those days we did activities to practice what we would do when we came back to the room, to give us examples from other rooms, other schools, other situations. We also had a notebook that they gave us.

Even though Erica did receive 3 days of training, she had not even started the training when she was asked to mentor. She said it was "...a little overwhelming, as you know."

She was only a mentor for two months and explained her reasons for quitting.

Well my situation was a little different because it was my first year here at this school so I felt a little awkward being asked to mentor someone who had already been here two years prior to me being here and plus I felt that I was learning the school and the procedures here at this school while trying to mentor someone else and I got a little overwhelmed.

Erica felt very intimidated trying to mentor someone who had been at the school longer than she had. She felt that she was not giving Brooke what she needed according to the standards of the training and she preferred that she have someone who was better able to handle that at the time. Erica did say, "Now I would love to do it again you know if I had been at the school a whole year and then the ILT, I think I would have a better grasp on things."

Phyllis described her training as a two-day workshop that took place in the summer. In the training they received a notebook that included the TPAI instrument, what teachers are evaluated on, and things mentors are supposed to be familiar with.

They gave us information about how to be communicative with your mentee, how to help them, and you have to remember to you know your conversation should end on a positive note. All the people skill things that you know a lot of people haven't had training for but you need to know in order to work with someone who is new. Um, information on statistical things like how many teacher in the state of North Carolina leave after X number of years and what percentage of new teachers do we lose and... how mentees feel about mentors and you know the role of the mentor, all of that kind of stuff.

Phyllis stated that she did feel confident in knowing what is expected of her as a mentor and would mentor again.

Doris attended a series of workshops and laid out the guidelines for "...what the mentee's responsibilities were, what the mentor's responsibilities were, and it is a kind of complicated paperwork process so, you know, it makes sure that, you know, what you will be responsible for coming out of it." She also feels very confident in what is expected of her as a mentor and would mentor again.

#### The Effects of Mentoring on the Mentee and Mentor

Both mentees that participated in the study agreed that mentoring had effected them as teachers. Jackie felt that mentoring process has made her a better teacher, "...there are several things that can make you better but I think that basically working with someone that does have the experience ultimately does make you better." She thought the most beneficial aspect of mentoring was "Getting the chance to work with someone who has been doing it awhile, someone who can give you ideas, someone that you can go to with your questions, and it is nice to know that you have someone on your

side.” Jackie does see herself staying in teaching and is currently pursuing her graduate degree.

Brooke, who has had three mentors, does not feel that mentoring had influenced her teaching style or made her a better teacher. She does not know if she is going to stay in teaching and feels that her mentoring experience has influenced that decision.

The first year was just so horrible and so miserable that, and I felt like I had absolutely no help and no advice. I just thought, there is no way that I can do this. I don't have a clue what I'm doing, I don't get it and everyone said that it's always like that your first year but 5 of my kids ended up in IBS. They were all in the same class and I didn't know how to deal with an oppositionally defiant child or a Turrets Syndrome child. You know I had 8 ADHD kids in my class and they don't give you anywhere enough experience in college and all the little pointers that teachers do with those type of kids I hadn't learned so it was a very rough year so I wanted to do something else. You go to college for four years and you get a degree and you choose this as your life, it's really hard to quit this soon. I did want to give it some time but definitely it would have helped if I had some support saying this is okay because even a seasoned teacher wouldn't know how to handle that situation or you know you did a good job but how can we figure out a different way to handle that next time? I never had anybody sit down with me to talk about those things.

When asked what the most beneficial aspect of mentoring was she responded, “Well the mentor is suppose to know a lot more and be seasoned in the profession and they're going to be helpful because they're wiser than you; if they do talk to you, you know.”

She felt the most frustrating aspect of mentoring was having to beg for ideas and advice instead of it being offered to her. “You know I feel like I'm a nuisance and they don't have time for that.”

Erica thought one of the most rewarding aspects of mentoring was building a relationship with the mentee and watching that person grow as a professional. She did feel that this role of mentor was personally and professionally satisfying for her and most teachers would benefit from serving in this role.

Doris found mentoring rewarding because she was able to share some of her experiences over the years. The aspect that she found most frustrating was she felt that her mentee, "...should have been out there teaching and you know getting in the trenches and instead the focus was on producing box full of evidence thing." Doris also found the role of mentoring personally and professionally satisfying but does not believe that the role of mentor has had a positive influence on her career.

Anna thought that mentoring, "...helped me to actually reflect on my own teaching, that's the only thing that I could see where it could be very beneficial in that area." She thought the most frustrating aspect of mentoring was the paperwork and having to turn in papers. "I feel like we are concentrating on that and we are getting away from helping children." Due to her lack of training, she does not feel that mentoring has been beneficial to her.

You know it is almost like the blind is leading the blind you know and I don't like that feeling. I hate it because I'm not sure what all she needs, she is getting in touch with other mentors and mentees and finding out things that were suppose to be doing.

Phyllis thought the most rewarding aspect of mentoring was respect and being appreciated. The most frustrating aspect has been lack of results. "There is something missing and I don't know how to help or how to correct it and one of those times when I have had to use the indirect approach I guess, and that has been very frustrating."

Phyllis would mentor again and believes that this experience has been personally and professionally satisfying for her. However, she does not believe that the role of mentor is for all teachers.

## Summary

This chapter described the results from the surveys, interviews, and the mentor logs gathered from the subjects. Most of the mentees and mentors felt that overall they did have an effective relationship according to the criteria set by the researcher. The results were further broken down into three sections, meeting with mentee, mentor training, and the effects of mentoring on the mentee and mentor. Chapter 5 will consist of a discussion of the results and further implications of the data.

## CHAPTER 5

### DISCUSSION

The original question of the research focused on the factors that determine an effective mentor and mentee relationship. Through this research I wanted to determine if the mentors and mentees at this particular site had an effective relationship. If they did have an effective relationship, what makes it so strong? If they didn't have an effective relationship, what caused it to be weak? The research was broken down into three main questions: 1) Do mentors know the needs of their mentees and are they meeting those needs? 2) Are teachers being trained effectively to be mentors? 3) Is the act of mentoring beneficial for the mentee and mentor?

The first surveys sent out to the subjects were used to gather background data and to determine their perceptions of their mentoring relationships. I wanted to determine as to how the mentors and mentees felt separately and then examine how the mentors rated themselves compared to how the mentees rated them. My goal was to determine who felt they had an effective relationship, then I could use the follow-up interviews to further probe the reasons why it was effective or ineffective. I determined, using the surveys, that the mentors and mentees feel that they do have an effective relationship based on the criteria discussed in Chapter 2.

#### Mentor Training

Through out all of the surveys and interviews there was one major factor that seemed to really stand out in determining how effective the relationship was for the mentee and the mentor, mentor training. There were two mentors that seemed very frustrated with the mentoring process, Anna and Erica.



Anna went to only two meetings for her entire mentoring process. She did not know what was expected of her as a mentor and therefore did not know what was expected of her mentee. Her mentee has been finding out what they are supposed to do from other teachers due to her mentor's lack of training. This is the reason why Anna did not have her mentor log for this academic year. They are going to have to go back and create a log for the entire year, which is going to show inaccurate data and will be a waste of time considering they only meet to do the paperwork.

This lack of training has left Anna feeling completely frustrated with the mentoring process. Her mentee worked closely with another teacher as if she was her mentor, "I think it would be better if she was allowed to have free say in who she would like to be her mentor, if they are eligible to do that."

Erica was asked to mentor even before she received training and began mentoring before her training was complete. She did receive three full days of training and feels that she was adequately trained and effective in carrying out her mentor role. However, Brooke, her mentee really needed support and felt like she did not receive it. Brooke understood that Erica had just taken the mentoring class and stated that their relationship was more like a partnership rather than mentor/mentee relationship. Erica quit mentoring after only two months. She quit mentoring due to feeling overwhelmed being at a new school and being asked to mentor at the same time. Erica felt intimidated mentoring a beginning teacher who had been at the school longer than she had.

I believe that if Erica knew what was expected of her as a mentor and the time that it would require to be a mentor, she would not have accepted the position for her first year at a new school. One of Harris' (1995) criteria for selecting a mentor is that the

teacher must want to be a mentor and be willing to put forth the extra commitment.

Erica said that she wanted Brooke to have a mentor that she knew could handle mentoring at the time because she did not feel that she was giving her what she needed according to the standards.

I feel that if Erica had the training before she was asked to mentor then she would have known the personal and professional commitment that it takes to be a mentor. She would have known that mentoring was not the best thing for her to do at this point in time. Instead Brooke is faced with her third mentor in only her second year of teaching. My review of literature discussed how important it is for there to be a sense of trust between a mentor and mentee; it takes time to build that trust. One of the roles of the mentor is to detect problems while they are developing and offer advice and solutions when needed (Wildman, Magliro, Niles, & Niles, 1992). This is most likely to occur when the mentee and mentor have built a relationship built on trust. Erica and Brooke did not have time to build this relationship. This will be the third time that Brooke will have had to build that trust with a mentor.

When I compared Anna and Erica's mentoring experience with Phyllis and Doris', who had completed all of their training before mentoring began, it was completely different. Both felt extremely confident in knowing what was expected of them as a mentor and what was expected of their mentee. Phyllis was the only mentor that had a current mentor log that documented all of their meetings, the time they occurred, and the topics discussed. That is something that is required of all mentors, they are to document the time and content of all meetings. Doris did have documentation of content but not time.

It was interesting that when the issue of time emerged in the interview, Erica and Anna thought they did not have enough time to meet with their mentees while Phyllis and Doris did not find that a problem. In the study by Ganser (1995) the biggest concern from the mentors was finding time to be an effective mentor. I think this is a challenge that all mentors and mentees face in one way or another. The fact that Doris and Phyllis did not find the issue as big of a problem reiterates the importance of mentor training and knowing what is expected as a mentor.

Through this research, I came to the conclusion that mentor training is very important in how effective a mentor is. Erica who received training while in the process of mentoring and Anna who did not receive enough training to mentor, I believe had less effective relationships with their mentees based on their interviews and mentor logs. My findings coincided with the study completed by Ganser (1998) in which he concluded that having a mentor alone is not sufficient; it is crucial that the mentor be trained and skilled in mentoring.

Rowley (1999) described the three characteristics of a good mentor program as; requiring formal training for all mentors, providing specific examples of the roles of the mentor, and requiring documentation of all conferences and activities. According to Phyllis, Doris, and Erica, this is the type of training they received from their workshops and they did feel prepared after their training to mentor. Anna, on the other hand, received little training and in effect did not know what was required of her as a mentor.

#### Needs of Mentee

The literature review described how important it is for mentors to know and be able to anticipate the needs of their mentees. Each mentor was asked to describe the

needs of her mentee and how she anticipated those needs. The needs varied for each mentor and mentee. I found it interesting that the more training that the mentor received, the more in depth they were able to describe the needs of their mentee, show documentation of those needs, and anticipate those needs.

Phyllis stated that her mentee's biggest need was planning. Other needs included classroom management, paperwork, and social issues. She anticipated those needs by observing in her classroom, communicating with the principal, and at grade level meetings. Through Phyllis' mentor log, I was able to see that planning was documented as the most discussed topic. Since planning was a big issue, they planned together several times and even had the opportunity to team teach for one week.

Doris found that her mentee had very few needs; she would run things by Doris such as policies and child intervention. All of their meetings were usually unscheduled and informal but Doris said that they met quite often. It should also be noted that this is Doris' fifth year as this teacher's mentor, as a fifth year teacher her mentee should not have as many needs as the other mentees. I was not able to confirm these needs with the mentees, however, because they did not participate in the study.

Anna stated that she had no idea what the needs of her mentee were because they only meet to complete paperwork. Erica felt that the needs of her mentee included organizational skills and the "stuff" that has to be completed but does not necessarily deal with teaching. Erica's mentee Brooke felt that it was more like a partnership.

I think that it is hard for a mentor to know what is going on in the mentee's classroom and the problems that they are facing if they do not meet often, one-on-one. This is a private time for the mentees to bring problems and difficulties that they are

facing in their classroom to their mentor. Anna had no idea what her mentee needed due to the fact that they don't meet. I don't think that they meet often because Anna is unsure of her role as mentor due to the lack of training she has received. This reiterates the ideas that mentor training is vital to the mentor program.

#### The Effect of Mentoring on the Mentee and Mentor

Whether positive or negative, mentoring does have an effect on all people involved. Although, the purpose of mentoring is to help both the mentee and mentor grow professionally, there is an emphasis on supporting and encouraging the mentee. For this reason it is important to discuss the impact that mentoring has had on the mentees. Jackie believes the most beneficial aspect of mentoring is getting the chance to work with someone who has been teaching for awhile, who can give you ideas, and having someone on your side. Jackie envies her mentors teaching style as far as her organization and creative ideas. Jackie does plan on staying in teaching but answered neutrally on the survey when asked if mentoring has influenced her decision to stay in the profession.

Brooke did not have as positive of a mentoring experience as Jackie and really feels discouraged as a beginning teacher. Brooke explained that it would have been helpful if she had some one to support her and offer advice. She does not feel like mentoring has made her a better teacher, "I have to take a lot of credit for that one. I've been on my own." Brooke does believe that Erica did influence her a little because they are so much alike and shared ideas. Brooke is unsure if she will stay in teaching and disagreed with the statement on the survey that asked if mentoring has influenced her decision to stay in or leave the profession.

This type of isolation is something that many new teachers face in the classroom and they are shocked with the realities of teaching (Delgado, 1999). This type of isolation can be lessened with a trained mentor. I believe that if Brooke had a mentor from the beginning that her situation would have ended differently and she would still have a positive outlook on teaching and mentoring. Mentors are so important in helping beginning teachers, like Brooke, adjust to the realities of teaching in a classroom.

It is important for mentoring not only to have a positive effect on the mentees but also the mentors. Anna did feel that the only benefit of mentoring was that it made her reflect on her own teaching. Doris liked being able to share some of her experiences over the years. Phyllis felt that the most rewarding aspect of mentoring was respect and being appreciated. Erica enjoyed building a relationship with a mentee and watching them grow as a professional.

#### Implications

There are several contributions that this study can make to the field of curriculum and instructional supervision. The first is the emphasis on mentor training. All mentors must to be formally trained before they begin mentoring, not while they are in the process of mentoring. In *Mentoring North Carolina Teachers* (1998), it stated that when selecting mentors, preference should be given to those who have successfully completed a minimum of 24 hours of mentor training. I believe that should be a requirement, not a preference. Beginning teachers have specific needs that need to be met in a variety of ways. When mentors are formally trained then they can anticipate those needs and then choose from a variety of strategies to meet those needs. Without proper training, this task can be very difficult and overwhelming. No two mentees are the same or require the

exact same type of mentoring. That is why mentors need to be trained in how to adjust their roles as mentors to fit their mentees.

When they are formally trained, mentors know what exactly is expected of them and they can make the time to schedule weekly meetings with their mentees. The more they are able to meet with them, the more they can understand and anticipate their needs. With this type of assistance, mentees can feel more supported and less isolated in their classrooms. I think this will have a positive influence on retaining quality teachers and keeping them in the classroom. Having a positive and effective relationship also requires the mentors to analyze and reflect on their own teaching practices. That is the purpose of mentoring, to support and encourage the growth of both the mentee and the mentor.

I would also suggest that it is vital that mentors must want to and choose to mentor; it should not be something that is required of them. They should volunteer for the position and be willing to put forth the extra effort that it takes to effectively build a relationship with a beginning teacher. I think that it is the job of the professionals in the curriculum and instructional field to encourage quality teachers to mentor and offer incentives that would appeal to them. When the mentors in this study were asked about what the most rewarding aspect of mentoring was, nobody mentioned the extra monthly financial stipend that they received. Instead they mentioned that they enjoyed the respect that they received, the ideas of their own personal self-reflection, sharing their ideas, and the opportunity to build a professional relationship with another teacher.

I would take the incentives that these mentors mentioned and try to build upon them to encourage other teachers to mentor. I think that mentors want to be recognized for their contributions and time invested with their mentees. Having a small ceremony,

awarding them a certificate, and giving them the opportunity to share with their colleagues how mentoring has effected their own teaching practices and self-reflection would demonstrate how valued they are as mentors.

I would also suggest giving the mentors and mentees more time to meet, possibly releasing them from extra duty. I believe that would send the message to the mentors that it is important for you to meet and to make time for your mentees, so important that the school is giving you extra time to meet with them. That would make the mentors feel more appreciated in the fact that they are given extra time to fulfill their special duties as mentors.

I would offer the same suggestions to Park Elementary School. Make sure that all the mentors who are currently mentoring have completed all of their training prior to mentoring. I would suggest the administration take time regularly to meet with the mentors, not only to discuss the progress of their mentees, but also to talk about the mentors progress and feelings. By the administration taking time to tell the mentors that they are valued and important and asking them what can they do as administrators and/or as a school to support them and their mentees, shows a huge amount of respect. I think that is what mentors want most, respect and recognition for their contributions.

#### Future Research

There are several aspects of this study that could be further researched in the future. I would suggest a more in depth study of how different types and levels of mentor training affect the relationship between the mentor and mentee. This was also a very small study that only looked at mentoring in one elementary school setting. I would suggest a larger study that encompasses secondary mentors and mentees also. Finally, I



would I suggest a longitudinal study that looks at mentees over time and analyzes how mentoring has effected their teaching practices over time.

I think that it is important to look back at how mentoring has changed the lives and practices of beginning teachers. It was not long ago that mentoring was not even practiced in the schools and now it is being recognized as an important part of beginning teachers and their mentors' lives. Mentoring is not only improving the quality of education for the professionals involved but also for the lives of the children that these teachers touch daily.

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## MENTOR SURVEY

Please circle the number that best describes your feelings about your mentee and your role as a mentor.

- 1- Strongly Agree
- 2- Agree
- 3- Neither Agree or Disagree
- 4- Disagree
- 5- Strongly Disagree

1. I accept the teacher as a unique individual.	1	2	3	4	5
2. I help the teacher feel he/she belongs in the school and in the profession.	1	2	3	4	5
3. I show confidence in the teacher.	1	2	3	4	5
4. I let the teacher know I care about him/her.	1	2	3	4	5
5. I make the teacher feel he/she has something to contribute	1	2	3	4	5
6. I sense that the teacher is comfortable bringing problems to me.	1	2	3	4	5
7. I let the teacher express his/her feelings.	1	2	3	4	5
8. I live up to the agreements we have made.	1	2	3	4	5
9. I provide him/her with resources for developing constructive ideas.	1	2	3	4	5
10. I offer constructive feedback based on observational data.	1	2	3	4	5
11. I respectfully and actively listen to and consider his/her point of view.	1	2	3	4	5
12. The teacher and I share common educational philosophies.	1	2	3	4	5
13. I model self-reflection.	1	2	3	4	5
14. I nurture the teacher's self-reflection.	1	2	3	4	5
15. I evaluate the attributes and activities of the novice with an open mind.	1	2	3	4	5

16. I encourage the personal and professional growth of the teacher.	1	2	3	4	5
17. There are adequate incentives for me to want to serve in this role.	1	2	3	4	5
18. I adequately understand this role.	1	2	3	4	5
19. I am adequately supported in carrying out this role.	1	2	3	4	5
20. I are effective in carrying out this role.	1	2	3	4	5
21. This is a personally satisfying role for me.	1	2	3	4	5
22. This is a professionally satisfying role for me.	1	2	3	4	5
23. Serving in this has had a positive influence on my career as a teacher.	1	2	3	4	5
24. I believe that most teachers would benefit by serving in this role.	1	2	3	4	5
25. I feel that I have adequate time to work with my mentee.	1	2	3	4	5



## Appendix B. Mentor Interview

### MENTOR INTERVIEW

1. Tell me about the training that you received to be mentor? How did it help you prepare for the role?
2. What are the needs of your ILT and how do you anticipate those needs?
3. Do you feel confident in knowing what is expected of you as a mentor?
4. Do you receive any shortened or less duty professionally so you can spend more time with you mentee? Is that something that you think that mentors would benefit from?
5. Would you mentor again and why?
6. Do you feel that you use a more directive, non-directive, or collaborative approach with your mentee?
7. What has been the most rewarding aspect of mentoring for you?
8. What has been the most frustrating aspect of mentoring?
9. Do you meet with you mentee and if so how often?
10. What topic do you find that you discuss the most in your meetings?
11. Have you been asked to evaluate your mentee? If so do you feel that it has impacted the trust t you have built with your mentee?

Appendix C. Mentee Survey

MENTEE SURVEY

Please circle the answer the following questions as they best apply to you.

3. What level are you?
  - a. ILT 1
  - b. ILT 2
  - c. ILT 3
  
4. Did you enter teaching directly after college?
  - a. Yes
  - b. No
  
5. Are you lateral entry?
  - a. Yes
  - b. No
  
6. Were you able to choose your mentor?
  - a. Yes
  - b. No
  
7. Have you had the same mentor as an ILT?
  - a. Yes
  - b. No
  
8. Have you taught at only one school an ILT?
  - a. Yes
  - b. No

## MENTEE SURVEY

Circle the number that best represents how you feel about your mentor.

- 1-Strongly Agree
- 2-Agree
- 3-Neither Agree or Disagree
- 4-Disagree
- 5-Strongly Disagree

1. Accepts me as a unique individual.	1	2	3	4	5
2. Helps me feel I belong in the school and the profession.	1	2	3	4	5
3. Shows confidence in me.	1	2	3	4	5
4. Lets me know he/she cares for me.	1	2	3	4	5
5. Makes me feel I have something to contribute.	1	2	3	4	5
6. Senses that I am comfortable bringing problems to him/her.	1	2	3	4	5
7. Lets me express my feelings and ideas.	1	2	3	4	5
8. Lives up to the agreements we have made.	1	2	3	4	5
9. Provides me with resources for developing constructive ideas.	1	2	3	4	5
10. Offers constructive feedback based on observational data.	1	2	3	4	5
11. Respectfully and actively listens to my point of view.	1	2	3	4	5
12. Models self-reflection	1	2	3	4	5
13. Nurtures my self-reflection	1	2	3	4	5
14. Volunteers his/her special skills	1	2	3	4	5
15. Is proud of his/her reflection.	1	2	3	4	5
16. Evaluates my attitudes and activities with an open mind	1	2	3	4	5
17. Has the same educational philosophy.	1	2	3	4	5
18. Has influenced my decision to stay in or leave the profession.	1	2	3	4	5
19. I see myself staying in teaching.	1	2	3	4	5

## Appendix D. Mentee Interview

### MENTEE INTERVIEW

1. Do you feel that your mentor has influenced your teaching style and/or practices? If so, how?
2. Do you meet with your mentor? If so, how often?
3. Where do you see yourself professionally in 5 years?
4. What do you think is the most beneficial aspect of mentoring?
5. What do you think is the least beneficial aspect of mentoring?
6. Do you feel that the entire mentoring process has made you a better teacher?
7. Has your mentor evaluated you? If so do you feel that has impacted the level of trust with your mentor?

## Consent to Participate in a Research Study

### **The Factors That Influence an Effective Mentor and Mentee Relationship**

#### **What Is The Research About?**

You are being invited to take part in a research study about Mentors and Mentees. If you take part in this study, you will be one of about 7 people to do so.

#### **Who Is Doing The Study?**

The person in charge of this study is Nancy Hoffmann (*PI*) of the University of North Carolina at Wilmington. UNCW student, Brandy Long, will be gathering and analyzing the information for the study.

#### **What Is The Purpose Of This Study?**

By doing this study we hope to learn what factors determine an effective mentor and mentee relationship and if mentoring is beneficial for the mentee and rewarding for the mentor.

#### **Where Is The Study Going To Take Place And How Long Will It Last?**

The research procedures will be conducted at Park Elementary School. The researcher will send you a survey through your school mailbox and will come to your classroom for a semi-structured interview. Each visit will take about 30 minutes. The total amount of time you will be asked to volunteer for this study is 45minutes over the next 2 weeks

#### **What Will I Be Asked To Do?**

You will be asked to fill out a questionnaire about your relationship with your mentor/mentee and participate in a follow up interview with Brandy Long. The interview will be audio taped but the tape itself will only be used by Brandy Long to recall the details of our conversation. You will also be asked to share your Mentor Log, where the meetings between you and your mentee/mentor have been documented.

### **What Are The Possible Risks And Discomforts?**

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

Although we have made every effort to minimize this, you may find some of the questions we ask (or some procedures we ask you to do) to be upsetting or stressful. If so, we can tell you about some people who may be able to help you with these feelings.

### **Will I Benefit From Taking Part In This Study?**

You will not get any personal benefit from taking part in this study.

### **Do I Have To Take Part In This Study?**

If you decide to take part in the study, it should be because you really want to volunteer. There will be no penalty and you will not lose any benefits or rights you would normally have if you choose not to volunteer. You will not be treated differently by anyone if you choose not to participate in the study. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

### **What Will It Cost Me To Participate?**

There are no costs associated with taking part in this study.

### **Will I Receive Any Payment Or Reward For Taking Part In This Study?**

You will not receive any payment or reward for taking part in this study.

### **Who Will See The Information I Give?**

Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about the combined information. You will not be identified in these written materials.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what that information is. Your identify will be confidential and the use of pseudonyms will be used which will render the information not attributable to you.

However, there are some circumstances in which we may have to show your information to other people. We may be required to show information that identifies you to people who need to be sure that we have done the research correctly, such as the UNCW Institutional Review Board and the research funding agency.

**Can My Taking Part In The Study End Early?**

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. There will be no penalty and no loss of benefits or rights if you stop participating in the study. You will not be treated differently by anyone if you decide to stop participating in the study.

**What If I Have Questions?**

Before you decide whether or not to participate in the study, please ask any questions that come to mind now. Later, if you have questions about the study, you can contact the investigator, Brandy Long at 352-8088. If you have any questions about your rights as a research participant, contact Dr. Candace Gauthier, Chair of the UNCW Institutional Review Board, at 910-962-3558.

**Research Participant Statement and Signature**

I understand that my participation in this research study is entirely voluntary. I may refuse to participate without penalty or loss of benefits. I may also stop participating at any time without penalty or loss of benefits. I have received a copy of this consent form to take home with me.

\_\_\_\_\_  
Signature of person consenting to take part in the study

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of person consenting to take part in the study

\_\_\_\_\_  
Name of person providing information to the participant

\_\_\_\_\_  
Date

Appendix F. Letter to Principal

Dear Principal,

My name is Brandy Long and I am a Graduate Student at The University of North Carolina at Wilmington. I am currently pursuing my Masters in Curriculum/Instruction and Supervision. I am writing my thesis on the mentor and mentee relationship and how it can be improved. I would like your permission to survey and interview the teachers at your school, participation will be voluntarily and all information will be confidential. . If you have any questions I may be reached by e-mail, [bll44@hotmail.com](mailto:bll44@hotmail.com) or by telephone 352-8088.

Thank you,

Brandy Long

Brandy Long does have permission to conduct research at this site.

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Brandy Long does not have permission to conduct research at this site.

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## Appendix G. Letter to Teachers

Dear Teachers,

My name is Brandy Long and I am a graduate student at The University of North Carolina At Wilmington and I am pursuing my Masters in Curriculum/Instruction and Supervision. I am currently writing my thesis on the factors that influence an effective mentor and mentee relationship. I would greatly appreciate it if you would fill out the attached survey and return it to my mailbox by Friday March 5, 2004. All of the information used will be confidential so I encourage you to be as open and honest as you can.

Once the surveys are returned I would like to come and ask you a few questions about your experience as a mentor. It will be a very short interview and will only take a few minutes of your time. I would appreciate any information that you give me about your role as a mentor. If you have any questions please feel free to contact me by e-mail at bll44@hotmail.com or by telephone (h) 352-8088.

Thank You,

Brandy Long