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CREATING, IMPLEMENTING, AND EVALUATING A TEACHER MENTORING  
PROGRAM FOR THE MARY BRAY ELEMENTARY AND  
RAYMOND W. KERSHAW SCHOOLS IN THE  
MOUNT EPHRAIM SCHOOL DISTRICT  
“YOU ARE A MENTOR”

by  
Maureen Vaccaro

A Master's Thesis

Submitted in partial fulfillment of the requirement of the  
Master of Arts Degree  
Of  
The Graduate School  
at  
Rowan University  
April 15, 2004

Approved by \_\_\_\_\_  
Professor

Date Approved April 15, 2004

## ABSTRACT

Maureen Vaccaro

CREATING, IMPLEMENTING, AND EVALUATING A TEACHER MENTORING  
PROGRAM FOR THE MARY BRAY ELEMENTARY AND RAYMOND W. KERSHAW  
SCHOOLS IN THE MOUNT EPHRAIM SCHOOL DISTRICT

2003/04

Dr. Theodore Johnson

Master of Arts in Administration and Supervision

This paper describes key aspects of creating, implementing, and evaluating a teacher mentoring program and handbook. Novice and veteran teachers' benefit from a district teacher mentoring program which provides an effective staff development approach for beginning teachers. A novice teacher benefits from a strong start in their careers by belonging to a learning community, following a structured induction program, and being mentored by an experienced teacher. Veteran teachers benefit from the sharing, dialogue, and learning during the mentoring process. A mentor group provides a strong training framework that contributes to teacher retention in the school system. Districts are responsible for providing the mentors and mentees with the research, best practice, program design, expectations, support, training and opportunities, format for program evaluation, and correlating collaborative programs for a district teacher mentoring program. Joint analysis of ideas regarding learning to teach and mentoring includes teachers' ideas about what makes a good professional and understanding of professional priorities. The findings are based on the results of interviews, surveys, questionnaires, and observations conducted between September 2003 and March 2004 to 14 elementary school teachers and mentors in the Mount Ephraim New Jersey School District.

(Contains 48 references)

## ACKNOWLEDGMENTS

I thank Cris, my husband.  
I thank Christopher and David, my sons.

I love you dearly and will always be so  
proud of your accomplishments,  
in awe of your spirit,  
appreciative of your love,  
thankful for your support,  
and  
forever grateful for your being.

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## Chapter 1

### Introduction

#### Focus of the Study

This case study determined the effectiveness and success of a teacher mentoring handbook and program at the Mary Bray Elementary School in Mt. Ephraim, New Jersey, for the 2003-2004 school year. This project evaluated the effectiveness of creating and implementing a teacher mentor handbook and program.

This project determined the positive effectiveness of a teacher mentoring program on the teachers' ability to enhance their school experiences in the classroom and during other learning practices so that they will increase their own teacher growth, satisfaction, participation, and learning experiences.

The project developed the paperwork for choosing mentor teachers, pairing mentor teachers with mentees, guidelines for mentoring, suggestions and ideas, and paperwork required by the district throughout the school year and at the end of the mentoring year for a successful mentoring program. The teacher mentoring program enhanced and contributed to the experience of newly hired teachers and eased their way into the profession. The effectiveness of the mentoring program was evaluated through consistent observation and teacher survey. Contributing participants will read, review, apply, and critique the program, school district policy, procedures, and philosophy of education.

### Purpose of the Study

The purpose of this study was to develop an effective teacher mentoring handbook and program for the district using a “participatory action research design” with case study data analysis. The study resulted in a report back to the building supervisor and superintendent. At this stage of the research an effective mentoring plan will be defined generally as a program that provides the participants with efficient and effective guidelines for promoting teacher development and satisfaction.

Another purpose of this study was to evaluate and compare the experiences of teachers from the 2002-2003 school year, when a handbook was not in use, to those of the mentors and mentees of the 2003-2004 school year who utilized a district mentoring handbook. The individual experiences of the 2003-2004 participants was also compared and analyzed. The purpose of the intended mentoring handbook was to communicate the teacher expectations of the Mount Ephraim School District in a clear and concise manner. The handbook also contained relevant district and classroom information.

### Definitions

The following terms are significant to the understanding of the study.

*Administrative Code* – (N.J.A.C.) Laws of the state, county, town, city, borough, etc.

*Alternate Route Teacher* - The teacher with a college degree who is teaching without student teaching experience and who lacks pre-service professional training and coursework.

*Core Curriculum Content Standards* –The New Jersey State Board of Education adopted the Core Curriculum Content Standards (CCCS) in May 1996. The Standards are to be reviewed five years from their implementation. Because they were adopted in May 1996, they will be reviewed and, if necessary, updated by May 2001. The administrative code

proposal regulating state standards and statewide assessment was presented as proposed code to the State Board of Education at the first discussion level on May 5, 1999.



Because of the intensive amount of public testimony received, the original proposal was greatly revised. Changes in the school-to-career initiative, high school graduation requirements, and annotated high school diplomas were reflected in the proposed new code. The code was adopted in April 2000.

The New Jersey Core Curriculum Content Standards for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. The standards are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

The vision of the mathematics standards is focused on achieving one crucial goal: To enable ALL of New Jersey's children to acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives.

The Standards also include Science, Social Studies, and World Language goals.

*District Board of Education* – All district boards of education and charter schools whose staff hold positions that require the possession of instructional certificates.

*ESPA* – Elementary School Proficiency Assessment: required by law for every fourth grade public school student; indicated areas of proficiency and non-proficiency in mathematics, reading, language arts, social studies, and science.

*Full-time teaching* – The equivalent of 900 clock hours of teaching per year for purposes of N.J.A.C. 6:11-14 only.

*GEPA* – Grade Eight Proficiency Assessment: required by law and is administered to all eighth grade public school students; indicates proficiency in subject areas.

*Instructional Certification* – The legal document giving authorization, from the New Jersey State Board of Examiners, to perform the services to which the person is assigned; teacher certification attained through the traditional means of an approved collegiate teacher preparation program.

*Local Professional Development Committee* – The committee established by the district board of education pursuant to N.J.A.C. 6:11-13.3(d) to plan and implement local district professional development programs.

*Mentee Teacher* – A novice Teacher. A full-time or part-time teacher who has not completed two years of teaching under a standard State teaching certificate.

*Mentor Teacher* – A certified, experienced teacher who is assigned to provide support and guidance to a novice teacher.

*Mentoring* – A mentor/mentee relationship that strives to enhance teacher knowledge of and strategies related to the *N.J. Core Curriculum Content Standards* in order to facilitate student achievement; to aid novice teachers in the comfortable assimilation into the culture of the teaching profession and the working conditions of the school building / district; to identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and to assist novice teachers in the performance of their duties and their adjustment to the challenges of teaching.

*Novice Teacher* – A mentee teacher. A full-time or part-time teacher who has not completed two years of teaching under a standard State teaching certificate.

*Portfolio* – A compilation of products compiled to give others a portrait of professional successes and growth, it is an eternal work-in-progress designed to reconnect the process and product of teaching and encourage collaboration and discussion.

*Professional Development Committee* – Created to provide guidance for teachers in attaining 100 hours of professional development experience and to stress the enhancement of a teacher's knowledge in supporting student learning. The committee assesses the professional development needs of the staff, develops the district professional development plan, and submits the district plan to the county board for approval.

*Provisional Teacher Program* – The school-based training and evaluation program provided to all novice teachers during their first year of teaching in New Jersey

*Provisional Teaching Year* – The amount of full time teaching under provisional certification required of a first year teacher before he or she can be approved for a standard teacher certification.

*Subchapter 14. Requirements for Mentoring Novice Teachers -*

As adopted April 4, 2001, with amendments to 6:11-14.8(d).

**6:11-14.1** General provisions

(a) The purpose of this subchapter is to govern the implementation of a required two-year mentoring program for novice teachers.

(b) These rules apply to district boards of education whose staff hold positions that require the possession of instructional certificates. These rules, with the exception of NJAC 6:11-14.8, also apply to approved nonpublic schools that participate in the Provisional Teacher Program.

(c) Definitions of words and terms used in this subchapter are set forth at NJAC 6:11-5.6.

**6:11-14.2** Novice teacher responsibilities

These rules affect all novice teachers employed as of September 2001 whose positions require possession of instructional certificates in accordance with N.J.S.A. 18A:26-2 and N.J.A.C. 6:11-3.1(a). The requirements of these rules shall take effect beginning September 1, 2001.

**6:11-14.3 District board of education mentoring responsibilities**

- (a) A district board of education shall ensure that rigorous, two-year mentoring is provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers.
- (b) A district board of education shall ensure that the local mentor plan includes face to face contact between the mentor teacher and the novice teacher.
- (c) A district board of education shall ensure the development of a local mentor plan by the local Professional Development Committee.
- (d) The district board of education shall annually report the implementation of the local mentor plan in its Quality Assurance Annual Report (QAAR) pursuant to N.J.A.C. 6:8-2.1.

**6:11-14.4 Development of a local mentor plan**

- (a) The local Professional Development Committee as defined in N.J.A.C. 6:11-13.3 (d) in each district board of education shall develop a local mentor plan to include the following:

- 1. Goals which include the following;
  - i. To enhance teacher knowledge of and strategies related to the Core Curriculum Content Standards in order to facilitate student achievement;
  - ii. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and
  - iii. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.
- 2. An application process for selecting mentor teachers;
- 3. Criteria for mentor teacher selection;
- 4. Provisions for comprehensive mentor training;
- 5. Identification of mentor teacher responsibilities;
- 6. Logistics for mentor plan implementation;
- 7. Consideration of collaborative arrangements with colleges and universities; and
- 8. Use of state funds.

- (b) Terms and conditions of employment shall be subject to negotiations between representatives of the district board of education and the collective bargaining agent.
- (c) The local Professional Development Committee shall submit the local mentor plan to the district board of education for approval prior to submission by the district board of education to the county superintendent.

**6:11-14.5 District board of education plan implementation responsibilities**

- (a) A district board of education, in implementing the local plan, shall ensure that:
  - 1. The eligibility of teachers applying to serve as mentor teachers is based on criteria, which include the following:
    - i. The teacher is tenured in the district and actively teaching; or, in the event that such a teacher is unavailable, a certified teacher with at least three years of experience who is actively teaching may be selected.

- ii. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship;
  - iii. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy;
  - iv. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible; and where not possible, in a closely aligned subject area;
  - v. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves;
  - vi. The teacher is knowledgeable about the resources and opportunities in the district board of education and able to act as a referral source to the novice teacher;
  - vii. The teacher provides three letters of recommendation from those who are familiar with the mentor teacher applicant's work; and
  - viii. The teacher agrees to complete a comprehensive mentor training program.
2. Mentor teachers receive appropriate training prior to beginning mentoring assignments and on-going training in current mentoring practice is continued.

**6:11-14.6 Evaluation of the local mentor plan**

(a) Effective April 1, 2002, and continuing annually, the district board of education shall submit a report on the effectiveness of the local mentor plan to the Department of Education.

1. The district board of education shall collect data from novice teachers, mentor teachers and others using a form developed by the department.

i. The data shall include: (1) Program impact on job satisfaction; (2) Adequacy of time and training; and (3) Recommended program changes and additions.

**6:11-14.7 Program accountability**

(a) A district board of education shall ensure that the local mentor plan is consistent with N.J.A.C. 6:11-14.3 through 14.5.

(b) The Department of Education shall monitor district implementation of the local mentor plan to ensure its compliance with N.J.A.C. 6:11-14.3 through 14.6.

**6:11-14.8 Use of State funds**

(a) District boards of education in public school districts only shall be responsible for budgeting appropriately any State funds appropriated for the novice teacher mentoring program.

(b) The Department of Education shall appropriate State funds based on the number of novice teachers employed each year in a given public district board of education.

(c) District boards of education in public school districts only shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal,

State or Local funds already devoted to planning and implementing a novice teacher mentor program.

(d) District boards of education, in public schools only, shall ensure that state funds shall be used for one or more of the following: stipends for mentor teachers, the costs associated with released time, substitutes for mentor teachers and novice teachers and professional development/training activities related to the program.

(e) District boards of education in public schools only shall review the levels of compensation, released time and other terms and conditions of employment of novice teachers and mentor teachers. These shall be subject to negotiations between the local board of education and collective bargaining agent.

*Traditional Route* – An approved collegiate teacher preparation program.

### Limitations of the Study

The data and conclusions resulting from this study could not be used beyond the boundaries of my specific district. The study results were site-specific and would probably differ and not be replicated from school to school.

Another limitation of this study was that teachers may feel a comfort level with current knowledge and practice. Planning and collaboration is subjective with a clientele consisting of the school principal, teachers, supervisors, support staff, students, and parents. Each contributing member is crucial to a successful teacher mentoring program and teacher retention levels. The philosophy, personality, training level, educational level, preparation expectations, and time limitations of each participant affect the study in every aspect.

The school district budget also affected the teacher mentoring program. In 2000 the New Jersey State Department of Education launched a mentoring initiative. A pilot program with twelve districts created the guidelines for a beginning teacher assistance program. The New Jersey State Department of Education suspended the portion of the mentoring regulations related to the provision of state funding for stipends and training for the teacher mentoring program. There was a question as to whether state funds would

ever be reinstated. Before this 2000, initiative mentors were paid by the mentees. This practice of the the mentee paying for services was replaced by the 2000 temporary program that provided mentoring money from the state. With the suspension of this program, it remains uncertain who pays for the time of a mentor within a program required by the state, but with no funding provided.

One limitation of this study was that mentor and mentee teachers have code requirements to schedule meetings consistently and to complete detailed supportive paperwork for the mentoring program. Teachers may not always rigorously adhere to their original agreements.

Setting of the Study

Community Setting

According to the 2000 United States Census, the majority (97.51) of the people living in Mount Ephraim are white. Approximately .62% of the total population is Asian. Vietnamese total .36% while African Americans total .4%.

Table 1

Table 1 provides the Statistics and Demographics for the Borough of Mount Ephraim.

Mount Ephraim Borough, New Jersey Statistics and Demographics

	Number	Percent
Mount Ephraim Population:	4495	100.00%
Sex and Age		
Male	2173	48.34%
Female	2322	51.66%
Under 5 years	257	5.72%
5 to 9 years	273	6.07%
10 to 14 years	303	6.74%
15 to 19 years	268	5.96%

Mount Ephraim Borough, New Jersey Statistics and Demographics

Population	Number	Percent
20 to 24 years	223	4.96%
25 to 34 years	586	13.04%
35 to 44 years	768	17.09%
45 to 54 years	634	14.1%
55 to 59 years	225	5.01%
60 to 64 years	154	3.43%
65 to 74 years	359	7.99%
75 to 84 years	373	8.3%
85 years and over	72	1.6%
Median age (years)	39.6	
18 years and over	3491	77.66%
Male	1685	37.49%
Female	1806	40.18%
21 years and over	3345	74.42%
62 years and over	893	19.87%
65 years and over	804	17.89%
Male	325	7.23%
Female	479	10.66%
Race		
One race	4462	99.27%
White	4383	97.51%
Black or African American	18	0.4%
American Indian and Alaska Native	3	0.07%
Asian	28	0.62%
Asian indian	3	0.07%
Chinese	0	0%
Filipino	2	0.04%
Japanese	3	0.07%
Korean	2	0.04%
Vietnamese	16	0.36%
Other Asian	2	0.04%
Native Hawaiian and Other Pacific Islander	1	0.02%
Native Hawaiian	0	0%
Guamanian or Chamorro	0	0%
Samoan	1	0.02%
Other Pacific Islander	0	0%

## Mount Ephraim Borough, New Jersey Statistics and Demographics

Population	Number	Percent
Some other race	29	0.65%
Two or more races	33	3.0 %
Hispanic or Latino and race		
Total Population	4495	100.00%
Hispanic or Latino(of any race)		
Mexican	5	0.11%
Puerto Rican	67	1.49%
Cuban	5	0.11%
Other Hispanic or Latino	12	0.27%
Not Hispanic or Latino	4406	98.02%
White alone	4332	96.37%
Relationship		
Total Population	4495	100.00%
In households		
Householder	1818	40.44%
Spouse	929	20.67%
Child	1364	30.34%
Own child under 18 years	938	20.87%
Other relatives	205	4.56%
Under 18 years	54	1.2%
Non-relatives	164	3.65%
Unmarried partner	94	2.09%
In group quarters	15	3.6 %
Institutionalized population	0	0%
Non-institutionalized population	15	0.33%
Households by Type		
Total Households	1818	100.0 %
Family households (families)		
With own children under 18 years	501	27.56%
Married-couple family	929	51.1%
With own children under 18 years	414	22.77%
Female householder, no husband present	159	8.75%
With own children under 18 years	53	2.92%
Non-Family households	643	36.8 %
Householder living alone	556	30.58%
Householder 65 years and over	282	15.51%



Mount Ephraim Borough, New Jersey Statistics and Demographics

Population	Number	Percent
Households with individuals under 18 years	541	29.76%
Households with individuals 65 years and over	620	34.1%
Average Household size	2.46	
Average family size	3.13	
Housing Occupancy		
Total housing units	1881	100.00%
Occupied housing units	1818	96.65%
Vacant housing units	63	3.35%
For seasonal, recreational, or occasional use	2	0.11%
Homeowner vacancy rate (percent)		1.6
Rental vacancy rate (percent)		1.4
Housing Tenure		
Occupied housing units	1818	100.00%
Owner-occupied housing units.	1455	80.03%
Renter-occupied housing units.	363	19.97%
Average household size of owner-occupied units	2.59	
Average household size of renter-occupied units	1.98	

Table 1  
(Source: 2000 United States Census data)

Table 2

Table 2 represents the Population and Median Household Income figures from the year 2000.

LOCATION HOUSEHOLD	POPULATION	MEDIAN INCOME
Mount Ephraim	4,495	44,824
Camden County	554,227	48,097
New Jersey	8,590,300	52,231
USA	281,421,906	42,823

## Table 2

(Sources: 2000 United States Census data, New Jersey Department of Labor (Labor Planning and Analysis), New Jersey Department of Agriculture)

Mount Ephraim, New Jersey is a .88 square mile (566 acres) suburban, blue-collar, small town community located in the northwestern end of Camden County. Water area only covers .01 square miles (9 acres) of the town.

Mount Ephraim is an easily accessible town since it lies approximately 9 miles east of Philadelphia, 55 miles west of Atlantic City, 92 miles southwest of New York City, and 104 miles north of Baltimore. The Atlantic City Expressway, Garden State Parkway, U.S. Route 9, U.S. Route 30, and U.S. Route 206 are nearby. In addition, U.S. Routes 76, 168, 658, 634, and 551 run directly through Mount Ephraim.

Mount Ephraim boasts many businesses, services, and opportunities; real estate companies, mortgage companies, title companies, appraisal companies, apartments, home builders, property management, home contractors, maid services, restaurants, convenience stores, drug stores, independent contractors, painters, carpenters, remodelers, roofers, electricians, appliance repairmen, plumbers, moving and storage, home construction and flooring.

Mount Ephraim residents have endured some personally demanding trying times as of late. A resident, the child of a school aide, was abducted from the local High Speed Line station and murdered; a house fire caused the death of two firemen, fathers of school-age children from the town; and a horrific auto accident took the life of two mothers of Mount Ephraim students. The residents of the town have bonded together during trying times. They continue to support the school budgets, and will soon be asked to support a bond referendum for a badly needed addition on the Mary Bray School.

A borough form of government leads Mount Ephraim. The voters elect a Mayor and 6 council members. They are elected at-large. The Mayor has a 4-year term. Council has staggered 3-year terms. They are partisan. The borough inauguration is the first week in January. The Mayor is the head of this municipal government. The Mayor sees that state laws and borough ordinances are faithfully executed and presides over Council. The Mayor votes only to break ties and can veto ordinances subject to override by 2/3 majority of Council. The Mayor appoints subordinate officers with Council approval; after 30 days or upon Council disapproval, Council fills posts.

The Council is the legislative body of the municipality. The Council overrides a mayor's veto by 2/3 majority of all members, confirms the mayor's appointments, gains appointment power upon failure to confirm mayor's appointee or after an office is vacant for 30 days, and has all executive responsibility not placed in the office of the mayor.

The Mayor is the head of municipal government and sees that state laws and borough ordinances are faithfully executed. Council has all executive responsibility not placed in the office of the mayor. Council may delegate, by ordinance, all or a portion of executive responsibility to an administrator. Council may adopt an administrative code.

The Greater Mount Ephraim Chamber of Commerce developed a committee that has presented methods that continue to promote the community. The group of volunteers has worked to enhance business growth and development throughout the community. As businesses continue to thrive, families continue to move into this family-oriented community.

## Educational Setting

The philosophy of the Mount Ephraim School District is to provide an educational experience in a positive, caring, and safe atmosphere for all its students. Many innovative programs have been created and refined to prepare students to compete in a highly specialized and technological world. In order to meet the challenges of an ever-changing society, the programs at Mount Ephraim Schools are structured to encourage the critical thinking skills necessary for success.

The Mount Ephraim School District promotes life-long learning with critical thinking, challenging the students cognitively in a continuing and spiraling fashion. Each student is inspired to metacognitively analyze their individual strengths and weaknesses, building upon their common roles, relationships, and responsibilities within the community regardless of differences. Various instructional strategies, curriculum offerings, and evaluative measures provide sufficient flexibility to assist students in achieving their goals. Physical education, the fine arts, and socialization are integrated and correlated into the daily academic program for each student (The Mount Ephraim Schools Parent Information Packet, 2002-2003).

The Mount Ephraim School District is comprised of two schools. Mount Ephraim Borough serves 432 students, with a Kindergarten through Eighth Grade program. The Mary Bray Elementary School has a Kindergarten through Third Grade student enrollment of 168 students. The Raymond W. Kershaw School has a Fourth through Eighth Grade student enrollment of 264 students (New Jersey School Report Card, 2001-2002).

Curricula in the two schools are aligned to the New Jersey Core Curriculum Content Standards. Students receive instruction in reading, mathematics, language arts, science, social studies, French, and health. They are also offered classes in physical education, music, art, fine arts, library science, and technology. The fifth grade project creates an original opera that is performed yearly with the guidance of the Metropolitan Opera Company. Programs for special education, in-class support, gifted and talented, enrichment, and basic skills are available for qualifying students. Each classroom has three computers with internet access. A homework study club, student council, National Junior Honor Society, yearbook, and many environmental clubs provide additional after school activities. Sports and academic related extracurricular activities are offered in the district and assist in creating a positive school environment.

Table 3

Table 3 represents information for the Mary Bray Elementary and Raymond W. Kershaw schools.

NJ State Report Card Data for School Year 2001-2002  
(Comparison to State Averages Included)

	Mary Bray Elementary School	Raymond W. Kershaw School
Total Enrollment	168.0	264.0
Student Average Daily Attendance (School)	95.9%	95.3%
(State)	95.0%	95.0%
Average Class Size (School)	21.6	22.7
(State)	20.4	20.4
Student Mobility Rate (School)	11.3%	11.0%
(State)	13.8%	13.8%
English Spoken at Home	96%	99%
Polish Spoken at Home	1%	1%
Turkish Spoken at Home	2%	0.0%
Vietnamese Spoken at Home	1%	0.0%

Student Dropout	0.0%	0.0%
Student Suspensions (School)	0.0%	0.0%
(State)	4.6%	4.6%
Student Expulsion	0.0%	0.0%
Student / Faculty Ratio (School)	14.0 : 1	15.2 : 1
(State)	12.3 : 1	12.3 : 1
Student / Administrator Ratio (School)	336.0 : 1.0	528.0 : 1
(State)	307.2 : 1	307.2 : 1
Faculty Attendance Rate (School)	97.6%	97.5%
(State)	96.4%	96.4%
Student / Computer Ratio (School)	4.5 : 1	2.6 : 1
(State)	4.7 : 1	4.7 : 1
BA / BS Degrees	77%	56%
MA / MS Degrees	23%	44%
Ph.D. / Ed.D.	0%	0%
Length of Day (School)	6 hours : 30 minutes	6 hours : 30 minutes
(State)	6 hours : 26 minutes	6 hours : 26 minutes
Instructional Time (School)	5 hours : 45 minutes	5 hours : 25 minutes
(State)	5 hours : 36 minutes	5 hours : 36 minutes
# of Administrators (District)	3.0	3.0
(State)	5.2	5.2
# of Students Per Administrator (District)	144.0 : 1	144.0 : 1
(State)	179.1 : 1	179.1 : 1
# of Faculty Per Administrator (District)	11.7 : 1	11.7 : 1
(State)	15.4 : 1	15.4 : 1
Median Administrative Salary (District)	\$80,800	\$80,800
(State)	\$83,000	\$83,000
Median Faculty Salary (District)	\$44,006	\$44,006
(State)	\$45,156	\$45,156
% for Teachers Salaries / Benefits (District)	52%	52%
(State)	58%	58%

% for Administrators Salaries / Benefits (District)	7%	7%
(State)	10%	10%
Local Revenue (District)	41%	41%
(State Average)	68%	68%
State Revenue (District)	50%	50%
(State Average)	26.0%	26.0%
Federal Revenue (District)	2.0%	2.0%
(State Average)	2.0%	2.0%
Other Revenue (District)	7.0%	7.0%
(State Average)	4.0%	4.0%
Total Spending per Student (District – 2003 Report Card)	\$7,970	\$7,970
(Does not include special services or vo-tech districts or charter schools – 2003 Report Card)		
Highest Spending per Student (Pemberton Borough) \$13,350		
Lowest Spending per Student (Chesilhurst) \$6,187		
Total District Budget	6.5 million	6.5 million
High School the Students Feed Into		Audubon High School

Table 3

(Source: New Jersey School Report Card (2001-2002) for the Mount Ephraim Borough School District, New Jersey School Report Card Data for the State of New Jersey (2001-2002))

Many changes are occurring in the Mount Ephraim School District. A consistent effort to remain current with curriculum, pedagogy, books, and classroom materials has allowed the district of Mount Ephraim to display exceptional achievement on the fourth and eighth grade state required tests. The Raymond W. Kershaw School achieved higher than the state average scores, over 93% of the students, on proficiency in language arts

literacy, mathematics, and science, according to the GEPA results. Raymond W. Kershaw also achieved higher than state average results, proficient, in all areas for the ESPA's, language arts and math, for over 95% of the students.

### Significance of the Study

The district does not currently maintain a teacher mentoring program for newly hired, non-tenured teachers. The success of retaining new teachers in the field depends highly on their satisfaction and confidence. This program made a contribution to the school district. Many teachers leave the field early in their careers and a good mentoring program and support system can deter this exodus.

This program was created and this study was conducted to assess a well-developed and implemented mentoring plan assisting in aiding and retaining newly hired teachers. The practice of guiding non-tenured teachers is sound in that 30-50% of new teachers either quit the field or change schools within the first five years of entering the profession (Ingersoll, 2001). The active participants benefit along with the district that retains teachers who are well prepared and content.

### Organization of the Study

The remainder of this study will focus on a review of the literature in Chapter Two of related research that supports the creation, training, and implementation of a strong school teacher mentoring plan to retain novice teachers in the profession. The design of the study will be detailed in Chapter Three. This will include a description of the sampling techniques used as well as a description of the sample. In Chapter Four, the research findings will be presented, analyzed, and interpreted from the data gathered throughout this study. Finally, Chapter Five will describe the conclusions, as well as the



implications of the study, how the intern's leadership has developed, the organizational changes resulting from the study, and suggestions for further study. Samples of the implements used are provided in the Appendices section.

## Chapter 2

### Review of the Literature

#### Introduction

Many young teachers leave the profession before they build the confidence and spirit necessary to believe that they are, or can become, truly effective teachers. Ten percent of the teachers who have left the profession report that the primary reason for having left is lack of support from their district and peers. Research supports this; it shows that many novice teachers are denied support necessary for success in their beginning years. If a quality mentoring program were in place, one-third of departing teachers report they would have continued teaching (Whitener, Gruber, Lynch, Tingos, and Fondelier, as cited by Sherer, 1999).

On the other hand, research shows that only 15 percent of mentored teachers leave the profession (Graham et al. 1999). In the process of mentoring, veteran teachers can share knowledge that has been acquired over time and can challenge the novice teacher, as well as involve the novice teacher in planning curriculum, testing, and decision making within the school. By supporting and enculturating the new teacher, the process of professional identification and personal growth is more likely. During mentoring, new teachers question how students learn and explore different pedagogical methods, learn more about parent communication, and classroom management. All of these aspects of teaching are essential in the mastery of the art of teaching. Such mastery is a process that takes both support and time. In fact, research suggests it takes five to seven years to

master the art of teaching (Britzman,1991; Lightfoot,1983; Lortie, 1975; Rosenholtz, 1989).

Therefore, good mentoring programs are designed as tools for both the retention and increased professional growth of teachers.

### Review of Major Concept

Formal mentor programs began to emerge about 30 years ago and have nearly tripled in number during the past 25 years (Darling-Hammond & Sclan, 1996). Recently, this interest has continued to accelerate as states and local districts have found quality mentoring programs a fruitful way of retaining teachers. The effort to isolate those factors that contribute to a high-quality mentoring program can be seen in the range of organizations and institutions, from education to business, that are researching this issue. Some examples include: the Association for Supervision and Curriculum Development (Scherer, 1999), the National Commission on Teaching and America's Future (1996), the National Alliance of Business (Koppich, 2001), the George Lucas Educational Foundation (1999), and Recruiting New Teachers (Fideler & Haselkorn, 1999). Lest we think that concern with maintaining high-quality teachers is an issue only in the United States, mentoring programs have captured international attention (Maskowitz & Stephens, 1997).

As numerous as mentor programs are, they will be an even more integral part of staff development and retention in the future as the number of teachers entering or re-entering the profession will increase. The future demand for new or re-entering teachers can be traced to a wave of expected retirements of teachers hired during the 1960's and

1970's, increasing enrollments, and state and national initiatives to reduce class size (National Center for Educational Statistics, 1998, 1999).

Mentoring long has been perceived as a relationship between a novice, who is viewed as a subordinate, and the veteran supervisor. Current thinking points more toward a reciprocal arrangement whereby benefits are enjoyed by the novice and veteran teachers. While the benefits to the mentee are numerous and the subject of much research, in the past the benefits to the mentor were often overlooked. Recently, literature points to the increased leadership, communication, and job satisfaction improvements that come with a veteran teachers' participation in a quality mentoring program (Sargent, 2003).

As new teachers enter the profession they have the expectation of being part of a teaching community that begins with a collaborative and reflective mentoring program. In fact, teachers believe that they have a right to such support. States and school districts increasingly are accepting responsibility for developing, maintaining, assessing, and improving these programs (Ellen Newcombe Research for Better Schools, 2000).

New Jersey Department of Education State regulations offer new guidelines for teacher mentoring programs that support the local school districts' and teachers' efforts to ensure that new teachers are better prepared to face the challenges of the classroom and school system. A benefit of the new rules is that they place the major development and planning of the teacher mentoring program in the hands of a Local Professional Development Committee, comprised of four teachers and two school administrators. This initiative ensures that teachers have an active voice in the implementation and ongoing support of the local mentoring program.

While over the past twenty-five years mentoring has moved from informal arrangements to formal mentoring programs, the goals of the mentoring programs remained unclear and unstructured. Recently, many states have moved in the direction of clarifying the goals and objectives of a mentoring program. The State of New Jersey, in which formal mentoring is required, lays out four goals:

- to enhance teacher knowledge of and strategies related to the *N.J. Core Curriculum Content Standards* in order to facilitate student achievement;
- to aid novice teachers in the comfortable assimilation into the culture of the teaching profession and the working conditions of the school building/district;
- to identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching;
- to assist novice teachers in the performance of their duties and their adjustment to the challenges of teaching (New Jersey Department of Education, and Mandated Mentoring in New Jersey).

As can be seen from the activities associated with each of the goals, e.g., “assimilate,” “acquire and maintain,” mentoring is a process, a complex process involving reciprocal teaching, supporting and influencing, and guiding and being guided. Therefore, at a deeper level, the mentoring process is composed of phases, including the developmental phases of the mentoring relationship, the application of cognitive developmental theory to the mentoring process, and the dynamics of the mentoring relationship itself (Bey and Holmes, 1992).

For a teacher to move from novice to veteran, they must accumulate expertise in two major areas. The first includes practical, basic information on, for example, the curriculum, how the school functions, and school policy. The second is learning how, within this environment, to work with the students. At the core, this is what a mentoring program should facilitate for the novice teacher. Odell and Huling (2000) express this duality as gaining expertise in learning to teach in accordance with professional standards

and in a way that is responsive to the evolving needs of individuals and students. In addition, they emphasize the importance of process when they write that this expertise is learned and developed over time.

A mentoring program begins with an orientation program, includes a support team, and is composed of a multi-session mentor training program. This training is meant to build upon the positive aspects of existing programs and provide a framework for formulating a full comprehensive mentoring program that meets the site-specific needs of an individual school district.

Teacher mentoring programs are perceived as an effective staff development approach for beginning teachers. Districts can develop a mentoring program to best serve their novice teachers in getting a strong beginning to their careers and assisting mentor teachers in a continuous learning experience.

According to Head, Reiman, and Theis-Sprinthali (1992), major aspects contribute to the complexities of mentoring. The multiple needs of novice teachers and the mentors, developmental issues and concerns, teaching skills and pedagogy, school culture, and a variety of variables consistently affect the process of mentoring.

A comprehensive teacher mentoring program supports the belief that novice teachers will benefit and grow in their profession through a formal two year induction program (Ross, 1994). A mentoring program focuses on the professional growth of the novice teacher through the support, guidance, and advice of the mentoring team and mentoring coordinator. As new teachers enter the profession they have the right to a collaborative and reflective process that will enhance their learning and enable the students they teach to achieve at higher levels.

Mentor Teachers will be given up to a maximum of one teaching period of release/contact time per week during the first twenty weeks of the first year induction period. They may be given up to a maximum of three teaching periods of release/contact time during the last ten weeks of the induction period for those novice teachers who are pursuing Traditional Route or Alternative Route Certification. This time may be used for in-servicing observation, peer coaching, and meetings with the mentor coordinator or the novice teacher (As recommended in *Subchapter 14. Requirements for Mentoring Novice Teachers* - As adopted April 4, 2001, with amendments to 6:11-14.8(d)).

Mentor teachers assisting novice teachers pursuing Alternate Route Certification will be granted an additional six teaching periods for the purpose of observation and peer coaching in the first year of induction (As recommended in *Subchapter 14. Requirements for Mentoring Novice Teachers* - As adopted April 4, 2001, with amendments to 6:11-14.8(d)).

Mentor teachers may be given up to a maximum twelve periods of release/contact time during the second year of a novice teacher's induction. This time is to be used for in-servicing, observations, peer coaching, and meetings with the mentor coordinator or novice teacher induction (As recommended in *Subchapter 14. Requirements for Mentoring Novice Teachers* - As adopted April 4, 2001, with amendments to 6:11-14.8(d)).

Novice teachers shall be granted release/contact time equal to that of the mentor teacher for the purposes of in-servicing, observations, peer coaching, and meetings with the mentoring coordinator and the mentor teacher induction (As recommended in

*Subchapter 14. Requirements for Mentoring Novice Teachers* - As adopted April 4, 2001, with amendments to 6:11-14.8(d).

A mentoring team consists of the building principal, the teacher / mentor, the novice teacher / mentee, the district Curriculum Supervisor, and a College Representative, if possible. The team has 9 team meetings per year, with 5 of those meetings occurring within the first 10 weeks of school. The Mentor will arrange for the three mentee classroom teaching visits to observe a variety of teachers and methods. The mentor will provide informal evaluations, observe the mentee once a week, and give feedback. The Mentor will arrange meetings to discuss classroom visits, the mentee's journal, the mentee's developing portfolio, and any concerns of the mentor, mentee, or district (As recommended in *Subchapter 14. Requirements for Mentoring Novice Teachers* - As adopted April 4, 2001, with amendments to 6:11-14.8(d)).

#### Mentor Selection, Training, and Development

Mentor teachers must complete a Mentoring Intent Form (Appendix A) and Professional Reference Form (Appendix B) appropriately, expressing a desire to be a mentor. An important part of effective new teacher mentor programs is the provision of specialized training to mentors (Ganser, 1996). The mentor must be trained in a comprehensive mentor-training program that only occurs in August of every summer. In addition, the mentor must be tenured in the district and actively teaching.

Being a good teacher does not automatically mean one will be a good mentor; working with adults is not the same as working with children. It is imperative that those responsible for working with adults be aware of the special characteristics of adult learners.



The Mentor needs to be committed to the goals of the local mentor plan including respect for the *confidential* nature of the mentor teacher/novice teacher relationship. The veteran teacher should have demonstrated exemplary command of content area knowledge and of pedagogy and should possess the characteristics listed under Guidelines for Effective Mentor (Appendix C). Wherever possible, the mentor teacher should be experienced and certified in the subject area, or closely aligned to the subject area, in which the novice teacher will be teaching. In addition, the mentor teacher should be experienced, where possible, in the grade level to be taught by the novice teacher.

The mentor should possess some essential qualities: a range of interpersonal skills to fit a variety of professional encounters and situations, good working knowledge of teaching methods and learning styles, ability to coach to foster self-direction and self-responsibility, effective communication skills, knowledge of student achievement, knowledge of the adult learner, and an ability to foster the novice teacher's emotional, social, and cognitive needs (Koki, 1997).

The Mentor teacher needs to be knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves. In addition, the mentor should be knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.

The district and teacher association shall review and discuss criteria and regulations while the building administrator selects the mentor from the pool of qualified volunteers (See Teacher Notification Form, Appendix D). Each novice teacher will be assigned a mentor teacher and it is possible to mentor two first year novice teachers at

one time. The building administrator will facilitate the successful interaction of the mentor teacher and the novice teacher.

### Mentors as School Leaders

The mentoring role is a formative role. Mentors who remain in the classroom as teachers believe they are more effective because of their learning through mentoring experiences. Teachers who moved to be administrators believe that their past mentoring experiences are a primary source of their current effectiveness as leaders (Johnson and Kardos, 2002).

These new school leaders represent a significant cultural shift in schools and districts, possessing a desire to create schools that will keep teachers in the district because of their commitment to developing a supportive school culture (Ingersoll, 2001; Johnson & Kardos, 2002).

Former mentors have a deep understanding of teaching and learning; they know how to help classroom teachers grow; they are attuned to the needs of beginning teachers; they know how to participate in and create learning communities; and they have a head start in dealing with such issues as time management and communication (Ganser, 2001).

New teachers, through reciprocal, collegial teaming, can get valuable mentor support while experienced teachers can take responsibility and support each another in the mentoring process. Mentors report a high degree of confidence and success in designing and facilitating staff meetings and professional development activities (Farkas, 2001).

People who lead, rather than manage, are more effective and inspire creativity and productivity from those surrounding them. Leaders motivate people and leadership helps teachers cope with change. Bennis, 1992, developed this wonderful listing of characteristics of managers and leaders.

A Manager....	A Leader....
Administers	Innovates
Maintains	Develops
Imitates	Originates
Focuses on systems/structures	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when?	Asks what and why?
Keeps an eye on the bottom line	Keeps eyes on the horizon
Accepts status quo	Challenges status quo
Does things right	Does the right things

The qualities of a leader can be applied to an effective mentor.

The steps to empowerment apply to the mentee and mentor as they develop their leadership style: wait to be told, ask for permission, make suggestions, try things on your own / seek advice, and act on your own / check in periodically (Sawyer, 2001).

Meyer (2002) offers some additional insight into managers versus leaders:

Managers:	Leaders:
Decisive	Intuitive

Busy	Make time
Routinized	Spontaneous, playful
Disciplined	Visionary / creative
Low risk-takers	Risk takers
Competitive	Encouraging

Teachers who feel connected to their school are more likely to remain vital, dynamic, and contributing members of their school community (Goodstein, 1993). These teachers become the leaders of the future for the district (Brown, 1982).

Mentoring for Reflection

A professional behavior that is best developed in a social context is reflective thinking (Danielson, 2002). Successful teaching depends on one’s ability for reflective decision-making. Schon (1987) defined several kinds of reflective behavior. The first, “knowing in action,” refers to the ability to respond automatically to the unexpected. It relates to routine actions that are done skillfully. A second is “reflection in action,” the ability to change course in the middle of one’s teaching because alterations need to be made. The teacher considers alternatives and makes changes in process seamlessly. The third kind of reflective behavior, “reflection on action,” occurs after the teaching when the teacher identifies critical moments concerning the highs, lows, and refinements of a lesson.

Novice teachers need opportunities to think with others about the teacher they strive to be given their student population and school culture. Lee Shulman (1988) stated,

“Learning from experience requires that a teacher be able to look back on his or her own teaching and consequences. The ordinary school setting does not lend itself to such reflection. It is characterized by speed, solitude, and amnesia” (p. 181).

Mentors assist novices and veterans by offering insights and support. Critical thinking on one’s teaching is necessary for personal ongoing growth and efficacy. Such thinking helps teachers to recognize the strengths and weaknesses in their teaching, which in turn provides knowledge that will assist them in improving their teaching processes (Association for Supervision and Curriculum Development, 1999).

The Mt. Ephraim mentoring program began implementation immediately upon the start of the 2003-04 school year. At the required monthly meetings between the mentor and mentee, the involved teachers were asked to complete a short six-question self-reflection survey, along with a free response section (See Teacher Self-Reflection Survey, Appendix E). The intern attended various mentor / mentee meetings and functions, observing and noting any concerns and issues that arose. The teachers were interviewed randomly as to the process and effectiveness of the program. The teachers were also asked to suggest improvements to the program. There was also a complete review of material culture.

Mentees need to first consider and reflect upon: any pre-conceived assumptions s/he may have; the things s/he believes, values, and holds true regarding the topic or issue at hand; state and think where s/he is personally coming from; what is possible for s/he and the organization; and give her/his perspective and views. This evaluation gives a context of the reflection.

Then, the mentee should consider; what has s/he read, heard, discussed, or learned that has confronted her/his assumptions; and her/his early assumptions and what s/he has changed in her/his opinions and thoughts. Then her/his assumptions, coupled with her/his reality check, will produce growth.

Then, by considering what the mentee has learned about her/himself, the topic, or the body of knowledge or sources which have informed her/him metacognitively, the mentee will then modify her/his assumptions and beliefs accordingly.

The mentee must consider who s/he is as a learner and a leader. The novice teacher kept a Reflection Journal to share with the mentor. This journal provided the basis for discussion and problem solving. The novice teacher met on a regular basis with the mentor for review of classroom practices and management concerns. The novice teacher was involved in district in-services related to the job, wherever possible. In addition, the novice teacher developed a portfolio of best teaching practices, which included videotapes, lesson plans, and other documentation. (See Reflective Journal Entries, Appendix F; Questions for Self-Reflection When Creating Your Portfolio, Appendix G; Reflective Knowledge for Planning, Appendix H; Creating A Teaching Portfolio, Appendix I; New Teacher Survey – Pre-Program Inventory, Appendix J; Mentee Skill Rating Inventory, Appendix K; Mentee Expectation Survey-Pre First Year Inventory, Appendix L; Mentee Expectation Survey-Post First Year Inventory, Appendix M; Mentee Teacher Survey, Appendix N)

#### Mentor, Mentee, and the School District

Richard Ingersoll (2001), one of the nation's leading researchers on issues of teacher quality, supply, and attrition, offers the suggestion that the best way to solve the

teacher shortage is to strengthen support for beginning teachers and reduce their dropout rate. Ingersoll (2001) believes there are major flaws in school district recruitment and induction programs that drive teachers from the profession.

Teachers, both novice and veteran, need to develop as effective collaborators. The actual and perceived elements of support for novice teachers and the actual and perceived elements of support and collaboration from both outside and within the classroom are critical elements for successful collaborative relationships. Both the novice and veteran teachers should be developing a sense of initiative within their teaching and have a desire to stimulate reform and change within their school. This collaborative partnership should support the teachers' personal renewal in their work (See Mentoring Documentation Form, Appendix P).

Schools can be restructured to start to become sites of authentic leadership that continue to build on the developing voice, meaning, talents, and knowledge of teachers. Districts have an obligation to do all that is in their power to insure that new teachers are successful in meeting the needs of their students, and that those teachers who are competent remain in the profession (Newmann, 1994).

The mentoring program provides an avenue for assessment, modification, and change. Questionnaires to improve the program are provided to all involved participants (See Mentor Teacher Survey Form, Appendix O, and Mentee Teacher Survey Form, Appendix N).

### Conclusion

Teachers, and the quality of teaching, are the cores of student performance. New curriculum, standards, resources/materials, assessments, methodologies, technology, and

reforms do not and will not have much impact unless teachers have appropriate knowledge, skills, access, and continuous learning opportunities. Teachers require time for mentoring relationships, reflection, collegial interaction, expert role models, and ongoing professional development for any of these changes to become effective.



## Chapter 3

### Design of the Study

#### Introduction

The administration and school employee perspectives on leadership can affect the district success of a well-developed and implemented school district teacher mentoring program. The philosophy that novice teachers be mentored and supported throughout the school year must be supported by the administration and teachers. Superintendents lay the foundation for a teacher mentoring in a school district and building administrators are an integral part of the mentoring process in the classroom (Goodstein, 1993). The thorough training and support of novice teachers has proven to be controversial. Planning, collaboration, and implementation of an effective teacher mentoring program, on the part of the building administrators, teachers, supervisors, support staff, students, and parents is crucial to the success of a quality mentoring program. This case followed the implementation and success of a new district teacher mentoring program for the 2003-2004 school year for the Mount Ephraim School District.

The intern used questionnaires, surveys, and interview information administered before the project began, during the project, and after the project activity. There was a project population sample of three. The members on the mentoring team actively involved in the project were the mentor, mentee, and school building administrator. Data collection included pre-activity, during activity, and post- activity surveys and questionnaires, interviews, and reflection questionnaires.

Data analysis used the mentor, mentee, and building administrator information to measure mentoring team member satisfaction, to alter the existing mentoring program, and to alter the program for the following school year.

### General Description of the Research Design

A case study in action research was employed to ascertain whether or not the introduction of the different variables used in this study had any impact on its original purpose. Using data from discussions with the school building administrator of Mary Bray Elementary School, it was determined that there was a need for a mentoring program in the school district, kindergarten through eighth grades. The study was structured yet flexible enough to withstand the changes necessary to assure the efficiency of the design. Teachers and administrators were administered surveys, observations were made, and interviews were given.

The first phase of research collection began in July of 2003, when the intern discussed the teacher mentoring program with the school building administrator of Mary Bray Elementary School. The intern gathered the data that indicated the need to address the following questions: How were the novice teachers in the school district supported throughout the school year? How were mentor teachers chosen? What training did the mentor teachers have? When did support of a mentee teacher begin? What consistent schedule of supports should the district implement? And finally, what workshops and district in-services will best benefit the mentor and mentee teachers?

Next, the intern reviewed the class lists, the yearly schedule, and the school goals for the mentee teacher and the program. Discipline records were also reviewed. In September, the mentor teacher was asked to complete a Teacher Survey – Pre Program

Inventory (Appendix J). In addition, the mentee teacher was asked to complete a New Teacher Survey – Pre-Program Inventory, a Mentee Skill Rating Inventory, and a Mentee Expectation Survey - Pre First Year Inventory (Appendices J, K, L). This phase of the study provided baseline data that was used in the comparison of the training techniques, the past and current teaching and training strategies, and the levels of comfort, or how the teachers are progressing in the mentoring environment, throughout the classroom, school, and district.

The next phase included the observation of the mentee's classroom by the intern. The first observation was a scheduled event. The intern viewed the working relationship between the teacher and the students. Observations were also made of the interaction between the regular education teachers and students along with the inclusion teachers and students. The observation instrument used was an evaluation form used district wide for formal observations. Following each observation, the intern reviewed the notes and planned the next phase of data collection.

As the study progressed, interviewing the teacher and administrator were the next steps of data collection. In early October, the mentor and administrator were interviewed. A variety of questions included what suggestions the teacher and administrator would make to improve the mentoring program. The results were recorded and reviewed.

Numerous observations of the mentee's classroom were conducted by early December. Results and comparisons were made. The results of this analysis were discussed with the mentee teacher and the school building administrator of the Mary Bray Elementary School.

A final mentee survey was administered in early February, a Mentee Expectation Survey - Post First Year Inventory, and a Mentee Teacher Survey (Appendices M, N, O). The mentor completed the Mentor Teacher Survey (Appendix O).

#### Description of the Development and Design of Research Instruments

The intern developed the instruments used in this study. The first step was to review current school policy regarding novice teacher mentoring. The next phase was to interview the school building administrator to determine specific school district needs and current processes. The mentee teacher was surveyed and interviewed. The survey included questions concerning the teacher's confidence in the teacher's training, behavior modification techniques, and teaching strategies.

The mentee was observed numerous times during the first four months of the school year. The results were compared and discussed. The mentee was also provided a day in which to travel throughout the school building and observe all teachers in the building in the process of teaching and instruction.

The intern's observation timetable was designed to allow the intern one final formal visit to each classroom by early January. It was the intention of the intern to ascertain if the behaviors and techniques applied in the classroom were any different than those that were observed in September. The intern recorded and reviewed the results.

Finally, additional mentee surveys were administered in early February; a Mentee Expectation Survey - Post First Year Inventory, and a Mentee Teacher Survey (Appendices M, N, O). The mentor completed the Mentor Teacher Survey (Appendix O). Opinions concerning the changes that were administered during the school year were

addressed. Comments on modifications to the existing program were considered and encouraged.

#### Description of the Sample and Sampling Technique

Interviews, surveys, and observations were conducted during the 2003-2004 school year with the teacher mentee, teacher mentor, and school building administrator. The population was chosen to effectively compare results and elicit the most productive program information.

The intention of this project was to analyze the design, creation, implementation, and success of the new district teacher mentoring program. The results of this study were recorded as a narrative and reviewed by the school building administrator.

#### Description of the Data Collection Approach

The data collection procedure began in July 2003, with an interview with the school building administrator concerning the district process by which teachers are mentored, chosen to be mentors, and the support process for mentee teachers. The interview provided information on all current district policy.

In September 2003, survey and questionnaires were administered to the mentor, mentee, and school building administrator. The instruments were hand delivered to each respondent and returned to the intern's school mailbox within two days. These instruments were used to assist in determining the mentee's strengths, weaknesses, and expectations for the school year, along with the expectations of the mentor and building administrator.

Each time the mentee was observed in the classroom setting, the intern noted specific areas of interest present. Comparisons were made and recorded during the

observations. This data collection approach provided the researcher with first hand information on the interaction between the novice teacher, the inclusion teacher, and the general education and special education students.

Interviewing as a means of gathering data is a more difficult data collection method. The brief discussions and interviews were conducted after each classroom observation. They were conducted as a means of gathering more detailed data and to assist in answering some of the initial questions from the beginning of the mentoring project and questions stemming from the classroom observations.

The final surveys were administered to the project participants after all observations and interviews were complete. These instruments were used to help determine if the changes made during the school year had any impact on the success of the program. The survey instruments also assisted in determining if further modifications would be necessary for the following school year. The instruments were hand delivered to the participants and returned to the intern's school mailbox within two days.

#### Description of Data Analysis Plan

The data from the interviews, observations, and surveys was analyzed. Information was evaluated to determine the effectiveness of the mentoring program for the newly hired teachers in the school district. Comparisons were made of the information from September, December, and February of the school year.

The most informative data lay in the results of the mentee teacher and administrator interviews, observations, and surveys. The professional experience and perceptions of the mentee teacher and the administrator affected analysis of the actual and perceived level of effective teacher collaboration and support throughout the school year.

By analyzing the information gathered from the observations, interviews, and surveys, the intern was able to assess the success of the newly developed and implemented district mentoring program.

In Chapter 4, the results of the data collected and analyzed will be presented and will provide an appraisal of the overall effectiveness of the newly developed teacher mentoring program.

## Chapter 4

### Presentation of the Research Findings

#### Data Collection and Analysis

This project evaluated the effectiveness of creating and implementing a teacher mentor handbook and program in addition to determining the positive effectiveness of a teacher mentoring program on the teachers' ability to enhance their school experiences in the classroom and during other learning practices so that they increase their own teacher growth, satisfaction, participation, and learning experiences.

The project developed the paperwork for choosing mentor teachers, pairing mentor teachers with mentees, guidelines for mentoring, suggestions and ideas, and paperwork required by the district throughout the school year and at the end of the mentoring year for a successful mentoring program. The teacher mentoring program was meant to enhance and contribute to the experience of newly hired teachers and ease their way into the profession. The effectiveness of the mentoring program was evaluated through consistent observation and teacher survey. Contributing participants read, reviewed, applied, and critiqued the program, school district policy, procedures, and philosophy of education.

Baseline data from the September 2003 interviews with the Principal and teachers of the Mary Bray Elementary School were indicative of the need for a comprehensive district-wide Teacher Mentoring Plan. With reference to the opinions expressed in these interviews, both the principal, and the general and special education teachers, were



comfortable that our district provides some support for newly hired district employees. Seventy percent of the teachers interviewed indicated that they, as new teachers, could have received more preparatory training before entering the classroom environment. Fifty percent of the participants felt as though they did not receive adequate training for behavior modification planning, inclusion settings, and school cultures. The district has employed all the teachers surveyed for more than five years. Newly hired teachers are, in a way, joining a team. If each teacher is made to feel as a member of that team, allowed to freely contribute to the development and growth of all members, than issues raised by the interviewees, such as planning and understanding school culture, would dissipate.

The mentee completed the Teacher Self-Reflection Survey (Appendix E), the New Teacher Survey – Pre-Program Inventory (Appendix J), the Mentee Skill Rating (Appendix L), to better evaluate and assess personal strengths, weakness, and expectations. This information was discussed and shared during a meeting with the teacher’s mentor. The mentee felt confident in her skills in the areas of planning instructional units, organizational skills, and time management. The mentee also felt comfortable with producing instructional materials and planning for a substitute teacher. The areas of weakness, as identified by the mentee were: behavior management, understanding cultural or ethnic differences, understanding learning styles, developing and administering informal classroom assessments, setting levels of expectations for student achievement, and dealing with crisis in the classroom. These areas of weakness were the similar areas of concern identified by the interviews with the school building principal and teachers.

Once the areas of weakness are identified, the mentee and mentor can work to develop and implement plans to assist the mentee in overcoming these areas of limitation. In addition, the expectations of the mentee for the upcoming year, as reported in the surveys, can be assessed and discussed. The mentor and mentee can benefit from clearly understanding the expectations and limitations of the mentor, mentee, and the complete mentoring program, and the limitations that time can present.

The mentor received training during the summer workshop program as required by the New Jersey State Code.

The mentee was formally observed in October 2003, December 2003, and March 2004. The mentee received all positive evaluations, conducted by the building supervisor, the director of special education, and the school district superintendent. The evaluations were followed up by formal conversations with the observer and a written evaluation. The signed evaluations were returned to the observer within two days.

The mentor observed the mentee on over twenty-five occasions, in the classroom. The mentor used the information from the classroom observations as a basis for mentor/mentee discussions, classroom ideas, and classroom lessons.

Contributing participants read, reviewed, applied, and critiqued the program, school district policy, procedures, and philosophy of education. This information was used for discussions and grounds for improvement of the teacher mentoring plan.

The mentee also had the added benefit of working during this, her provisional teaching year, with a grade level teaching partner. While the grade level teachers do not have to be consistent and in line with their partner's lessons and presentation, there was an advantage to having a grade level partner to discuss grade curriculum, planning, and

modification of the programs. There is also an advantage to having a special education teacher performing in-class support in your classroom. Not only are you forced to evaluate and refine classroom presentation quicker than if no one was in your class observing, you have another classroom grade level teaching partner with which to confer on a daily basis. The challenge “of the students looking as though the two teachers are performing as one,” commented one teacher, is crucial.

This was a great lesson within the mentoring lesson. In addition, for the mentee to involve the special education teacher on a daily planning basis so “the mixed levels of all of the students, including their learning styles and competencies, can be challenged and enhanced” with each lesson, was invaluable this year, stated the mentee Both the mentee and the special education teacher worked as a team for the success of their students.

Parental support is also crucial in the success of novice teachers. “When students receive the support and assistance from home with homework, organization, and projects, on a daily basis, they tend to remain focused, more confident, and motivated” stated on special education teacher.

The mentee learned the importance of maintaining a positive home and school communication line when a student was losing all motivation. The mentee connected with home and discovered the student’s home life was jumbled. The mentee worked on assisting the student in fully developing age-appropriate organizational skills to remain secure in his school work situation. This was a positive development. The growth of the mentee, from the beginning of the year to the end, was evident through the many interviews and observations. The previously identified areas of weakness, as identified by

the mentee were, were effectively addressed throughout the school year. Five behavior management plans for the classroom were reviewed, evaluated, and implemented by the mentee. Classroom observers noted differences and improvements in classroom behavior, climate, and participation.

The mentor and mentee held several meetings to discuss understanding the school cultural or ethnic differences. This circumstance came to fruition, fortunately for the learning, novice teacher, for the experience to be a learning experience during the mentoring year. The mentee received a new student, newly transferred from a district unlike the mentee's. The mentee, student, building supervisor, and parent were in constant communication during the student's first two weeks of school due to the difficulty of the student's adjustments to the new school. As a unit, they handled threats, student anger, lashing out, racial comments, lack of motivation, negative peer interactions, and a clear resentment resonating from the student. What began as a negative experience for the child developed into trusting and positive relationship for the student and teacher.

For the mentee to clearly and effectively understand learning styles, the mentor and mentee discussed the students in the classroom, having the mentee think at a deeper, more personal level. The students were analyzed for their positive behaviors and situations where the mentee believed the student was learning, experiencing, understanding and absorbing information at the best level. The mentor and mentee reviewed creative, and varied pedagogy and how incorporating hands-on lessons, manipulatives, change of surroundings, and creative practice in the classroom, along with

traditional teaching techniques, allows for a better, more complete experience for all students in the classroom.

In conjunction with understanding the learning styles of students, the mentor and mentee worked on the mentee developing and administering informal classroom assessments based not only upon the lessons taught, but also upon each student's learning style and ability to display their knowledge. Having students take written tests is not always the best indication of what students know and understand. There were successful attempts by the mentee, in order to assess students creatively throughout the school year, incorporating assessments such as student skits, personal teacher interviews, drawing, classroom art projects, dictation into a recorder, and student-to-student discussions.

The mentor and mentee discussed setting levels of expectations for student achievement. High expectations, anticipating that each student can and will achieve to their maximum, was believed to be the best practice. The mentee was also reminded to hold the same expectations for all students, especially the classified students, and to fully understand each child's Individual Education Plan, and medical conditions.

Dealing with crisis in the classroom involved more allaying the concerns of the mentee as opposed to the mentee not being able to handle said situations. Different crisis, such a parent death or family issues, were reviewed and courses of action were analyzed.

The results of the interviews with administrators and teachers revealed the measurement of success of the teacher mentoring program. Although the teacher and administrative interviews provided the groundwork list of developmental skills and expectations which are important in the assessment of the teacher mentoring overall

success, the classroom observations and recommendations of the observing teachers and administrators carried the most weight in evaluating the success of the program.

The teachers, mentor, mentee, and administrators collaborate and make decisions on improvements and modifications to the teacher mentoring program along with which aspects of the program need to be continued, discontinued, or altered.

## Chapter 5

### Conclusions, Implications and Further Study

#### Conclusions and Implications

The research indicates that the most important initial aspect of the study was the acceptance by the group of an agreed, internally constructed and complex teacher mentoring program, which is vital for the continuity of a successful, effective, and purposeful program. The mentor training, including content and planning, in addition to the full participation of the mentee, allowed for a facilitation of professional engagements.

The teacher mentoring program is meant to assist teachers in becoming excellent teachers of teachers, to be educative mentors. Learning was situated in the participants' daily practice, participants were treated as colleagues conducting professional learning in a collaborative format with continued and sustained interaction, participants were encouraged to construct and review their own understandings, and inquiry-oriented practices were encouraged. The emotional and social aspects of the mentoring process includes sensitivity when sharing professional expertise, knowledge, and creativity along with sharing competencies in areas such as negotiation, mediation, counseling, supervision, and intervention.

Teachers are a valuable resource and it is necessary to support their development in the classroom and the school system from the beginning of their teaching careers. A teacher mentoring program is an important ingredient in introducing new teachers to the

profession and retaining them in education. Mentoring is meant to improve the skills and professional knowledge that teachers need to prepare and instruct students. Teachers cannot conduct their work in isolation. Engaged teachers remain enthusiastic when provided opportunities for collegial relationships encouraging deep reflection about practice, formal and informal mentor meetings, and encouragement for ongoing growth. Recruiting qualified teachers is the first challenge of retaining good teachers through a commitment to continued professional growth and teacher development through the teacher mentoring program. Mentees deserve competent mentors while mentors deserve supportive administrators as they develop into school leaders with experience in teacher development.

### Suggestions

Through teacher and administrative surveys and interviews, three suggestions for improvement to the teacher mentoring plan emerged.

Teachers and administrators, in order to retain and assist the newly-hired qualified, creative, and dedicated teachers can make an extra effort, beyond all that is considered to be an obligation within the mentoring guidelines and handbook. One creative addition to the program could include the development of weekly meetings with all the district's mentors and mentees. Plan time for mentees to develop bonds and ties on which to rely. The mentor provides the most comprehensive program for the mentee but mingling with additional mentors and co-existing with other mentees provides additional balance and resources.

Team up a mentee with another novice teacher, a first or second year teacher with the district, one who may or may not be in the process of being mentored, or in their



provisional teaching year. The benefits seem to be twofold, both benefit from discussions with the mentor, while being able to lean on the mentee partner for little, daily projects and company such as bulletin boards, classroom layouts, and teacher lunches.

Assign the mentee little, fun projects to complete which do not create more stress but provide more of an outlet. Such ideas could include asking the mentee to interview the head lunch room person, or providing a casual lunch for the mentee and the principal, or taking over the mentees class so the mentee can spend time talking to each student more at length.

The overwhelming ideas seemed to be centered around creating a learning community in which the mentee could thrive on multiple levels. Sharing practice and improving / changing practice are both evolving, critical components of the program which can be improved upon continuously.

### Further Study

The usefulness of an analytic approach to teacher mentoring warrants further investigation of these ideas on additional contexts. The framework of the mentoring program offers an approach to analyzing how participation in an inquiry-based and reflective plan promotes learning. Teacher mentoring groups and participant learning is an expected need for educational research. These learning communities offer promise in supporting the development of novice teachers.

This study was based most directly upon data collected from interviews, surveys, and participant observations. Further study could involve collecting additional data from classroom observations and a study of student work resulting from the mentee's efforts.

## Leadership Development

This study provided the opportunity for the administration to observe the intern in a daily leadership capacity, the teachers and support staff witnessing the same, while continuing to work with the intern in a teaching position. This study revealed the intern as one who was helpful, flexible, accommodating, committed, and reflective. The intern continued to display a desire to be a lifelong learner and to think meta-cognitively. The intern also presented an ability to prioritize and to maximize the administrative experience and obligations while balancing teaching full time.

The understanding of the development of leadership qualities and styles was underscored with the demands of this study. The final analysis of the study entailed many important elements of leadership: addressing and solving problems, predicting issues, developing timetables, creating surveys, conducting interviews, conducting thorough observations, constructing timetables, addressing student welfare and confidentiality, balancing responsibilities, learning constantly, refining ideas based upon previous events, conducting research, identifying problems, and developing positive and effective communication with administrators, teachers, counselors, and child study team members.

The intern was given the opportunity to develop as a leader, prioritize, and delegate, when necessary, important job tasks by balancing the responsibilities of teaching, projects, varied extensive administrative responsibilities, and everyday administrative responsibilities.

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Appendix A  
Mentoring Intent Form

# MENTORING INTENT FORM

This form indicates that you have a desire to mentor a novice teacher in the \_\_\_\_\_ Public School District. Submit the original form, with the required signature, to your building administrator for his or her records. Send one copy to the Superintendent's office and keep a copy for your records.

Name \_\_\_\_\_ School \_\_\_\_\_

E-mail \_\_\_\_\_ School Phone/Ext. \_\_\_\_\_

Assignment \_\_\_\_\_ Years Teaching \_\_\_\_\_ Years in Current Position \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Teaching Experience (include all grade levels, content, specialties) \_\_\_\_\_

Please check all that apply:

\_\_\_\_\_ I have been a cooperating teacher

\_\_\_\_\_ I have been a mentor teacher (indicate years and name of mentee)

\_\_\_\_\_ I have received formal mentor training (attach documentation)

I understand that I must receive training in the roles and responsibilities of a mentor teacher, communication skills, and peer coaching. I agree to meet with the novice teacher on a regular basis throughout the school year. I have attached three **Professional Reference Forms** from professionals who are familiar with my work and recommend me as a mentor for either a first or second-year teacher.

Signature of the applicant \_\_\_\_\_ Date \_\_\_\_\_

It is the responsibility of the applicant to secure the signature of the building administrator to verify the statement below.

*I believe the applicant possesses the requisite skills, knowledge, and attitude to effectively serve as a mentor teacher for either a first or second-year teacher. I also believe the applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. The applicant will be able to help the Novice Teacher face the realities of teaching and guide him/her in setting appropriate goals. The applicant is able to consistently model effective teaching strategies.*

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Date



**Appendix B**  
**Professional Reference Form**

# PROFESSIONAL REFERENCE FORMS

I believe that:

Mentor Applicant \_\_\_\_\_

School \_\_\_\_\_

Subject / Grade Level \_\_\_\_\_

possesses the requisite skills, knowledge, and attitude to effectively serve as a mentor teacher for either a first or second-year teacher.

I also believe the applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. The applicant will be able to help the Novice Teacher face the realities of teaching and guide them in setting appropriate goals. The applicant is able to consistently model effective teaching strategies.

Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Position \_\_\_\_\_

**Appendix C**  
**Guidelines for Effective Mentors**

## **GUIDELINES FOR EFFECTIVE MENTORS**

- V The Mentor has the ability to work well with adults.
- V The Mentor is a responsive listener.
- V The Mentor is a role model for active learning.
- V The Mentor is committed to assisting colleagues in their quest for new strategies and techniques.
- V The Mentor is flexible and open to change.
- V The Mentor is able to discuss problems and solutions, offering constructive feedback.
- V The Mentor is a true professional who believes in the value of the profession and impacting the style of a Novice.
- V The Mentor has the ability to organize and plan for the educational needs of the students.
- V The Mentor is willing to invest the time needed to meet the professional needs of the Novice Teacher.

### **Mentors:**

- Speak or meet with the mentee over the summer.
- Give mentee your home number, if you wish. Go over Specials, Prep periods, free time, and schedule of how you will be sharing information, meeting format, and meeting schedule.
- Go over school routine and checklists attached.
- Suggest mentee contact students, to begin to feel more comfortable.
- Set up meetings for mentee with the Reading Specialist, Speech Therapist, Speech Teacher, Counselor / School Psychologist, Social Worker, Head of Child Study Team, Learning Consultant and In-Class-Support Teachers.
- Have a few conferences before the mentee is observed.
- Have many informal drop-ins.
- Assist mentee with Back to School Night ideas and parent-teacher conferences.

### **BEGINNING-OF-THE-YEAR CHECKLIST ROUTINE:**

- ✗ Entering classroom
- ✗ Expectations before class begins
- ✗ Attendance / lunch count / milk
- ✗ Housekeeping assignments
- ✗ Seating chart
- ✗ Emergency procedures
- ✗ Use of restroom (between class / during)
- ✗ Use of playground equipment
- ✗ Use of pencil sharpener / drinking fountain

- ✘ Teachers' desk, supply cabinets, students' desks
- ✘ Movement of students in room
- ✘ Expected supplies and consequences for not bringing them in
- ✘ Paper headings / paper and handwriting expectations
- ✘ Where to turn in completed work
- ✘ How to return corrected work
- ✘ How to exchange papers to correct / how to mark
- ✘ What if work is finished early?
- ✘ Behavior and duties in halls
- ✘ Playground rules
- ✘ Daily and weekly schedule
- ✘ End of the day duties

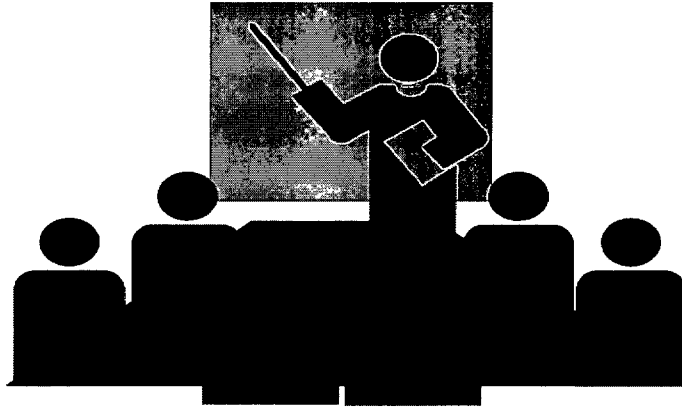
HELP THE NOVICE TEACHER FIND OUT ABOUT:

- ✘ Teacher lunch
- ✘ Parking
- ✘ Keys
- ✘ Money-in-classroom policy
- ✘ Attendance
- ✘ Phone use policy
- ✘ Bathroom use
- ✘ Playground rules
- ✘ Bike/Bus rules
- ✘ Substitute folder
- ✘ School rules
- ✘ Class list
- ✘ Arrangement of room
- ✘ Seating chart / name tags on desks
- ✘ Policy on parents picking students up before school lets out
- ✘ Where to keep materials and supplies
- ✘ Ordering monthly materials and supplies
- ✘ Yearly textbook / supply orders
- ✘ How does the custodian want the classroom left
- ✘ How to report needed classroom repairs
- ✘ A.V. / film material checkout procedures
- ✘ Ordering from the Camden County A.V.A.
- ✘ Procedures for keeping students after school
- ✘ After school programs / groups / clubs / committees
- ✘ Scheduled time for students to attend special classes
- ✘ Copy machine procedures
- ✘ Cumulative files
- ✘ School resources: counselor, social worker, nurse
- ✘ Intervention Referral Services and how to refer students
- ✘ Referring students to the Child Study Team
- ✘ Field trip policies

- ✘ Scheduled staff meetings
- ✘ Get lesson plan book
- ✘ Principal's requirements for lesson plans and books
- ✘ Get teacher guides for textbooks, get scope and sequence for texts
- ✘ Get copy of report cards you will be expected to use
- ✘ Grading system / roster
- ✘ Break / lunch procedure
- ✘ Breakfast duty, morning duty, lunch duty, bus or hall duty
- ✘ Assembly procedures
- ✘ Bulletin boards and school displays
- ✘ Develop a checklist folder for items for new students
- ✘ Policy for illness/personal absences
- ✘ Coffee / water fees
- ✘ Sunshine club
- ✘ Use of office equipment and supplies
- ✘ Arranging for a substitute
- ✘ Parent communication
- ✘ Record keeping and documentation
- ✘ Special needs students' files

## RESPONSIBILITIES OF THE MENTOR

- The Mentor Teacher must be willing to be observed within his/her classroom. A Mentor Teacher may also do demonstration lessons in the Novice Teacher's classroom.
- The Mentor Teacher will be required to attend formal training in mentoring and show evidence of other Professional Development activities.
- The Mentor Teacher must be available to meet with the Novice Teacher on a regular basis for support, problem-solving, and informal feedback on successes and concerns.
- The Mentor Teacher will act as a resource for the educational needs of the Novice Teacher.
- **THE MENTOR TEACHER MUST PROTECT THE CONFIDENTIALITY OF ANY COLLABORATION AND DISCUSSION WITH THE NOVICE TEACHER. THE MENTOR TEACHER SHALL NOT BE INVOLVED IN ANY FORMAL EVALUATIONS.**
- The Mentor Teacher must have a desire to help new teachers grow in their profession and a willingness to devote time to support the Novice Teacher. Some of this time will be voluntary as Mentors and Novice Teachers will meet before and after school.
- The Mentor Teacher and Novice Teacher will keep a documentation record of observations, peer coaching, classrooms visits, team formal and informal meetings, and evaluation meetings. This documentation record will serve as documentation for a Mentor Teacher's 100 hour requirement.



## Mentors:

- Provide experienced support and direction for the mentee
- Meet with building administration
- Meet with mentee during the summer
- Welcome new teachers
- Provide formal reception for new teachers
- Maintain frequent contact with mentee
- Provide forums for mentee to ask questions and receive important information
- Provide immediate feedback to mentee on observations
- Set schedule for meetings regarding Professional Development
- Help develop a plan of Professional Development
- Meet with other Mentors to discuss concerns
- Provide time for new teachers to meet together
- Conferences should include introduction, diagnosis, instruction and closure. Focus on the positive. Don't give all of the answers.



Appendix D  
Teacher Notification Form

# TEACHER NOTIFICATION FORM

I have assigned \_\_\_\_\_, grade level /

Mentor Teacher

position being \_\_\_\_\_ to

be the Mentor Teacher for \_\_\_\_\_,

Novice Teacher

grade level / position \_\_\_\_\_, a

- q New Teacher (traditional route, including Special Education)
- q New Teacher (alternate route)
- q Second Year Teacher

for the 2003 – 2004 school year.

Thank you for your interest. Teachers were chosen and placed thoughtfully. We are looking forward to a successful program.

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Date

Cc:

Mentor Teacher  
Novice Teacher  
Building Principal  
Building Assistant Principal  
Superintendent  
Business Office  
School Office  
Board of Education  
State Department  
Teacher Applicants

Appendix E  
Teacher Self-Reflection Survey

# TEACHER SELF-REFLECTION SURVEY

Name: \_\_\_\_\_

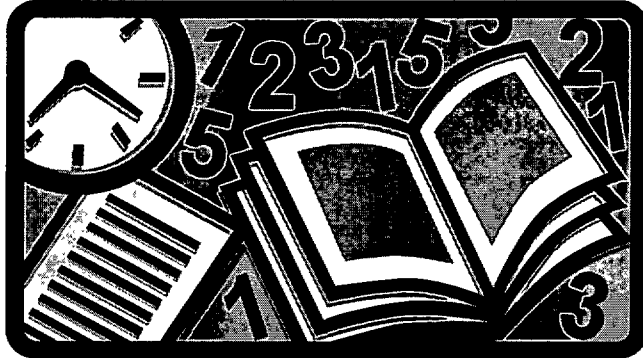
**How would you rate your skills in the following areas:**

(1 = developing, 2 = confident, 3 = accomplished)

- \_\_\_\_\_ Lesson planning
- \_\_\_\_\_ Planning for a substitute teacher
- \_\_\_\_\_ Large group instruction
- \_\_\_\_\_ Small group instruction
- \_\_\_\_\_ One-to-one instruction
- \_\_\_\_\_ Behavior management
- \_\_\_\_\_ Developing and administering informal classroom assessments
- \_\_\_\_\_ Planning instructional units
- \_\_\_\_\_ Planning and producing instructional materials
- \_\_\_\_\_ Planning for students with special needs, including “at risk” and “gifted”
- \_\_\_\_\_ Parent conferencing and communication
- \_\_\_\_\_ Dealing with crisis in the classroom
- \_\_\_\_\_ Establishing rapport with faculty and staff
- \_\_\_\_\_ Understanding of teaching /learning styles
- \_\_\_\_\_ Understanding of cultural or ethnic differences
- \_\_\_\_\_ Ability to set appropriate levels of expectations for student achievement
- \_\_\_\_\_ Organizational skills
- \_\_\_\_\_ Time management skills

Appendix F  
Reflective Journal Entries

## REFLECTIVE JOURNAL ENTRIES



- 3 Name new information you gained this week.
- 3 Write about three things you did this week that you feel were successful.
- 3 What are the best parts of the day? Why?
- 3 What is your strongest teaching method? Your weakest?
- 3 Name one time that you stopped yourself from making a mistake.
- 3 Write about one thing that you would like to do in next week's plans that you haven't tried before.
- 3 What was the most encouraging aspect of this week?
- 3 Describe this as a learning experience.
- 3 Write about a concern you would like to address. List strategies you would like to try to remedy the situation.
- 3 What are the worst parts of the day? Why?
- 3 What strategy or technique would you like to learn more about and implement?
- 3 When you observe a lesson: What were the elements of the lesson that could impact on your teaching practice?
- 3 From the entries made in your journal, list the topics for discussion at your next mentor and/or team meeting.
- 3 What do you find the most interesting or curious that you are beginning to feel would be an area of further professional research for you.

## Appendix G

### Questions for Self-Reflection When Creating Your Portfolio

## **QUESTIONS FOR SELF-REFLECTION WHEN CREATING YOUR PORTFOLIO**

1. Within your discipline, which area do you regard as your strongest? Weakest?
2. What is your greatest asset as a classroom teacher? Your greatest shortcoming?
3. Which teaching approach works best for your discipline? Why?
4. Do you change methods to meet new classroom situations?
5. What is your primary goal with respect to your students?
6. How would you describe the atmosphere in your classroom?
7. Do your students consider you sarcastic?
8. In what ways have you tried to stay current in your field?
9. How would you judge your knowledge in the subjects you teach?
10. Do you think your colleagues agree with that judgement?
11. What have you done, or could you do, to broaden and deepen your knowledge of the discipline?
12. What is the one thing you would most like to change about your teaching?
13. What have you done about changing your teaching?
14. What would you most like your students to remember about you as a teacher ten years from now?
15. Overall, how effective do you think you are as a teacher?
16. Which courses do you teach most effectively?
17. In what way has your teaching changed in the last year?
18. Are the changes you make for the better? Why or why not?



**Appendix H**  
**Reflective Knowledge for Planning**

## **REFLECTIVE KNOWLEDGE FOR PLANNING**

**Planning can provide dividends as you progress through the school year. Please consider:**

Are you building relationships? (with everyone – school secretary, custodian)

Are you giving your classroom class?

Have you introduced yourself?

Have you established classroom rules?

Do you clearly understand school policy?

Do you feel organized and prepared?

Are you setting aside expenditures for your records?

Are you continually learning and improving yourself?

Have you established a classroom goal?

Have you established class spirit?

Are you students comfortable and familiar with each other?

Are you aware of the resources available to you in the school district?

Do you feel you doing your best? (Too many students? Wide range of student abilities?  
Disruptive students?)

Are you always hopeful?

Are you realistic?

Are you prepared to assist the special students?

Are you aware of each student's medical issues and how you will respond, if necessary?

Are you prepared to assist and make arrangements for the gifted students?

Have you developed a relationship with a colleague to turn to for advice and discuss challenges?

Are you involving parents daily and in conferences and daily work?

Have you established communication with parents, early conversations, avenues of accessing each other, and classroom policies?

Do you have a copy of your contract and the union negotiated teacher contract? Do you fully understand your rights and obligations to the district?

Are you preparing and planning lessons well?

Do you support your association?

Do your students feel you are prepared and organized?

Have you established a positive attitude for your classroom?

Do you foster an atmosphere of curiosity in your students?

Do you begin lessons slowly, establishing success for each student, and then progressing?

Have you kept your principal informed of any special classroom activities?

Do your students understand what is expected of them?

Have you set realistic goals for you, the students, the classroom, and the school year?

Are you maintaining your flexibility, patience, and sense of humor?

Appendix I  
Creating a Teaching Portfolio

# **CREATING A TEACHING PORTFOLIO**

Creating a working teaching portfolio is an activity for the novice teacher.

It is an exercise in **self-evaluation and self-reflection**.

Contents can include:

- v Your professional background and professional development experiences.
- v Class descriptions: time, grades, and content.
- v Written examinations: National Teacher's Exam, state licensure test, Praxis.
- v A personal statement of teaching philosophy and goals.
- v Implemented lesson plans, handouts, and notes.
- v Graded student work such as tests, quizzes, and class projects.
- v Video/audiotape of classroom lessons.
- v Colleague observation records.
- v Written reflections on teaching.
- v Photographs of bulletin boards, chalkboards, or projects.

Appendix J

New Teacher Survey – Pre-Program Inventory

# **NEW TEACHER SURVEY**

## **(Pre-Program Inventory)**

The following can help novice teachers inventory their experiences and areas of need. If used to gather aggregate data to inform the district program, it should be anonymous. It might also be modified and used as a confidential sharing of information with the mentor.

- 1.) Previous teaching experience, including student teaching.
- 2.) List your three strongest assets as a teacher.
- 3.) List three areas of concern as a teacher new in this district.
- 4.) How often would you like to meet with a mentor teacher?
- 5.) In what ways do you believe a mentor teacher would be helpful to you?
- 6.) In what activities do you expect your mentor to engage with you?

Appendix K  
Mentee Skill Rating Inventory



# MENTEE SKILL RATING INVENTORY

QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE
I see myself as being people-oriented, I enjoy working with other professionals				
I am a good listener and respect my colleagues				
I am sensitive to the needs and feelings of others				
I recognize when others need support or independence				
I want to share and assist others in their professional development				
I find reward in service to others				
I am able to effectively support				
I can adjust my schedule for the needs of others				
I am a patient and tolerant teacher				
I remain confident in my up-to-date knowledge				
I enjoy the subjects I teach				
I set high standards for myself and my students				
I vary my teaching methods				
Others look to me for information				

Appendix L

Mentee Expectation Survey - Pre First Year Inventory

# **MENTEE EXPECTATION SURVEY**

## **(Pre First Year Inventory)**

Directions: Individuals who will be mentored by a veteran teacher in the upcoming school year should complete this survey. Consider the choices for each statement and rate them on a **scale of 1 to 5**. (1 = complete agreement, 5 = disagreement)

1 = completely agree

2 = partially agree

3 = no opinion / not applicable

4 = partially disagree

5 = completely disagree

I expect my mentor to:

\_\_\_\_\_ Be a supportive friend and listener

\_\_\_\_\_ Be a helpful colleague when I seek advice or help

\_\_\_\_\_ Assist with my orientation of the school (supplies, schedules, etc.)

\_\_\_\_\_ Assist with my orientation with the district (policies such as discipline, attendance)

\_\_\_\_\_ Observe and critique my classroom practice and instruction

\_\_\_\_\_ Help with classroom management

\_\_\_\_\_ Help with curriculum and materials decisions

\_\_\_\_\_ Help with student assessment

\_\_\_\_\_ Help in becoming part of the school family

\_\_\_\_\_ Help in getting along with colleagues and parents

\_\_\_\_\_ Help in managing my workload and professional responsibilities

Do you have additional expectations of your mentor or the mentor program?

What are they?

Appendix M

Mentee Expectation Survey - Post First Year Inventory

# **MENTEE EXPECTATION SURVEY** **(Post First Year Inventory)**

Directions: Individuals who are being mentored by a veteran teacher in the current school year should complete this survey. Consider the choices for each statement and rate them on a **scale of 1 to 5**. (1 = complete agreement, 5 = disagreement)

1 = completely agree

2 = partially agree

3 = no opinion / not applicable

4 = partially disagree

5 = completely disagree

I expected my mentor to:

\_\_\_\_\_ Be a supportive friend and listener

\_\_\_\_\_ Be a helpful colleague when I seek advice or help

\_\_\_\_\_ Assist with my orientation of the school (supplies, schedules, etc.)

\_\_\_\_\_ Assist with my orientation with the district (policies such as discipline, attendance)

\_\_\_\_\_ Observe and critique my classroom practice and instruction

\_\_\_\_\_ Help with classroom management

\_\_\_\_\_ Help with curriculum and materials decisions

\_\_\_\_\_ Help with student assessment

\_\_\_\_\_ Help in becoming part of the school family

\_\_\_\_\_ Help in getting along with colleagues and parents

\_\_\_\_\_ Help in managing my workload and professional responsibilities

Did you have additional expectations of your mentor or the mentor program?

What were they?

Appendix N

Mentee Teacher Survey – Concluding Evaluation

**MENTEE TEACHER SURVEY –**  
**Concluding Evaluation**

Our Local Professional Development Committee is very interested in learning about your comments / suggestions concerning the Teacher Mentoring Manual for the district. Please complete the brief survey listed below and return it to the Professional Development Committee Chairperson by the start of the last semester. Thank you.

What portion of the Manual was most helpful?

What portion of the Manual was least helpful?

What would you like to see added to the Manual?

	Good	Average	Needs Improving
Content			
Clarity			
Usefulness			
Organization			

What additional types of support should the school district provide you and other beginning teachers?

What additional programs would be beneficial to add to the teacher mentoring program?

As a beginning teacher, what needs, if any, did you have that were not addressed by the teacher mentoring program?

## Appendix O

### Mentor Teacher Survey – Concluding Evaluation



## **MENTOR TEACHER SURVEY – Concluding Evaluation**

Our Local Professional Development Committee is very interested in learning about your comments / suggestions concerning the Teacher Mentoring Manual for the district. Please complete the brief survey listed below and return it to the Professional Development Committee Chairperson by the start of the last semester. Thank you.

What portion of the Manual was most helpful?

What portion of the Manual was least helpful?

What would you like to see added to the Manual?

	Good	Average	Needs Improving
Content			
Clarity			
Usefulness			
Organization			

What additional types of support should the school district provide you and other mentors?

What additional programs would be beneficial to add to the teacher mentoring program?

As a mentor, what needs, if any, did you have that were not addressed by the teacher mentoring program?

Appendix P  
Mentoring Documentation Form



## Biographical Data

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