Formal mentorship programs: A means for retention and change.

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FORMAL MENTORSHIP PROGRAMS:
A MEANS FOR RETENTION AND CHANGE

by
Margo McPhedran

A Thesis
Submitted to the Faculty of Graduate Studies and
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ABSTRACT

FORMAL MENTORSHIP PROGRAMS:
A MEANS FOR RETENTION AND CHANGE

by

Margo McPhedran

This thesis reports on the development, the implementation and the evaluation of a formal mentorship program in the Lambton County Board of Education. The program involved a series of in-service sessions for both the mentor and the new teacher. It included one day per month release time from regular classroom duties for the new teacher to work in a mentorship relationship, in order to develop successful classroom strategies. Three types of evaluation were conducted. Non-mentored teachers from 1988-89 and mentored teachers from 1989-90 were surveyed. The administrators of the non-mentored teachers from 1988-89 and the mentored teachers from 1989-90 were also surveyed. Questionnaires were filled out by the mentors, the mentored teachers and the administrators of the mentored teachers. The data showed certain outcomes with the mentored groups. Firstly, the administrators reported a greater level of staff
cohesion with the mentored teachers. Secondly, the administrators expressed less need for interactions with the mentored teachers. All areas reflected a shift towards a more positive perception of parental reactions, preservice preparation of the new teacher, stress levels and discipline concerns. In the new teacher data there were significant findings for the mentored group in the levels of stress reported by the new teacher, the amount of personal time available and the perception of administrative support for the new teacher. All areas reflected a positive shift to more satisfaction and greater personal and professional rewards with the mentored teacher group.
DEDICATION

I would like to dedicate this book to the mentors who have played special roles in my life:

My Mother: Isobel Hall, who has always been the model of independence, drive and loyalty.

My Husband: Pete McPhedran, who supports my efforts with love and patience.

My Daughter: Tracy Walsh, who now carries on the mentor circle.
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   Lambton County Board of Education

For collaborative development and implementation of the M.I.N.T. Program.

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Chapter One

Introduction

Education, in Canada today, is becoming characterized as a time of reform: a time of demand by the public for accountability of the education system. Over the past five years a number of educational reviews have been commissioned. The Radwanski Report (1985) and The Final Report of the Teacher Education Review Committee (1986) are two examples.

All of these efforts have shown need for change in the educational system for Ontario. Reform is inevitable but attitude changes are more difficult to enact.

A position paper presented by M. Fullan and M. Connelly (1987), suggests that the key to reform lies in the attention given to new teachers and the process by which they are socialized into the teaching profession. A formal mentorship program may help to facilitate the desired changes in a quicker and more effective manner.
Recognizing that possibility, the Teacher Education Review Steering Committee included, as one of its recommendations, that all Boards of Education develop a mandatory induction phase as part of their teacher education programs by September of 1995.

Methodology

This thesis plans to report on the development, implementation and evaluation of a formalized Mentorship Program called M.I.N.T. (Mentors Inducting New Teachers) in the Lambton County Board of Education over the academic year of 1989-1990. This program involved a series of in-service sessions for both the mentor and the new teacher. It included one day per month release time from classroom duties for the new teacher to work in a mentorship relationship to develop successful classroom strategies.
Data Collection

Material, appropriate for evaluation, was to be collected from the following sources:

1) The new teachers, principals and mentors were surveyed to evaluate the components of the program, at the end of the school year.

2) The same questionnaire was given to the new teachers from the 1988-89 and the 1989-90 school years.

3) An administrative questionnaire was given to the principals of the 1988 and 1989 new teachers.

4) A statistical analysis was run on the data received from the questionnaires from the teachers and administrators with no mentorship program, and the teachers and administrators with the mentorship program.
Perceived Outcomes

A review of the literature indicated the probability that there would be certain results of a mentorship program:

1) The new teachers will experience a greater job satisfaction and will report less stress occurring during their first year than those who are not matched with a mentor.

2) The administration in the new teachers' schools should report greater satisfaction with the new teacher performance during the first year, when paired with a mentor.

3) There should be a greater retention level of new teachers who have mentorship assistance, due to a feeling of greater staff cohesion and resource availability.
Definitions

The Mentoring Process

Mentoring is the process by which an accomplished professional forms a trusting relationship with a new inexperienced teacher. This professional takes a personal and proactive interest in helping newcomers experience success during their beginning years in the teaching profession.

The Mentor

A mentor is a capable and experienced educator who is willing to support new teachers during their initial years in the profession.

An Induction Program

This is a series of activities designed to make the transition year easier for a new teacher by providing workshops on topics such as classroom management, curriculum development and implementation, time and stress management. All of this may be done in a formalized and predetermined fashion by the administration, as well as by individualized programs,
designed to fit the needs of the individual.

New Teacher

This is someone who has no formal teaching experience and is in the novice year as an educator.
References


Educational Research and Development.


Chapter Two

A Review of the Literature

History

During the last ten years there has been a growing concern over the state of education in North America. Schools have repeatedly been seen as a major instrument of society. Whenever there are public ills, it seems society holds the education of its children to be accountable for the problems and for a way of correcting the concerns. No longer is there an air of perfection that surrounds educators (Solomon, 1987). The public is demanding that the educational system be accountable for its actions. Among the areas of focus for reform is the education of teachers (Griffin, 1987).

What has been occurring in Ontario? In 1983, a report from the Ontario Association of Deans of Education, raised the question about teacher pre-service education reform. In 1985, the Radwanski Report challenged the state of education in Ontario today, and outlined suggested changes in teaching strategies and the emphasis in education in order to reduce the
drop-out rate. In March of 1985, the Ontario Teacher Education Review Steering Committee was established. Its mandate was to examine all aspects of teacher education, including admission procedures to teacher training institutions, pre-service programs, entrance to the profession and on-going professional development (1988).

All of these studies indicate a dissatisfaction with the quality of education being delivered in Ontario today. Teacher attitudes and teaching techniques are a focus of attention. This is an ideal opportunity to make changes when there are so many who are entering the profession for the first time.

In 1986, two Ontario educators, M. Fullan and F. M. Connelly, prepared a position paper on teacher education for the Steering Committee. They were to generate an appropriate teacher education plan for the future of Ontario, which addressed all areas of teacher education. This plan was to encompass the philosophy that teacher education is a life-long continuum. Many of their recommendations, found in the discussion paper, entitled "Teacher Education in Ontario: Current Practice
and Options for the Future" (Fullan and Connelly, 1986), were adopted by the Committee.

The timing of this reformation is significant in Ontario. According to a Canadian Teacher's Federation report, teacher shortages across Canada will increase from a shortfall of about 650 in 1990-91, to nearly 8,500 in 1998-99. By the year 2,000, about 22,000 teachers a year will be needed to replace those retiring, compared to about 12,000 a year in the middle of the 1980's. Some of this is occurring from a growth of enrolment, as well as the retirement of the aging staff presently in our schools (FWTAO, 1989). The need to retain new teachers and the unique opportunity for educational reform make this an ideal time for changes to occur in Ontario.

One of the key recommendations in the Fullan and Connelly report (1987), which was adopted by the TERC Committee, is that by "September 1995, an induction phase be mandatory as part of the teacher education program". This induction phase is to have four objectives: the improvement of teaching skills, professional growth, orientation to the school and its
community, and the development of a personal and professional support system within that context, and the professional growth of experienced teachers already in the system (Final Report of the Teacher Education Review Steering Committee, 1988). This report outlines that the key to the successful implementation of the induction phase is a mentoring program.

The Need for a Formal Mentorship Program

If one adopts the philosophy that teachers are life-long learners of their trade, and that professional development is an on-going process, then a formalized mentorship program can provide opportunities for two groups of educators: the new inexperienced teacher and the experienced career teacher.

Frequently, in the past, the new teacher has been given assignments that no one else wanted. They were made "to pay their dues" as every one else had, by being given the worst of the teaching positions. They had classes with low abilities, groups of problem students,
excessive duty schedules, undesirable split grades, or heavier than normal preparation programs (Cole and McNay, 1988). Combining this with the first year adjustment problems, they frequently felt isolated, depressed and unsuccessful. Some were fortunate enough to informally create a relationship with a staff member who helped them through the year. Others who were not quite so fortunate resigned from the profession altogether. A study done in the United States by Fetherstone (1988), found that thirty percent of the new teachers never made it to their fifth year.

Since teacher retention is an issue in the 1990's, we must look at the implications of these sorts of studies and react accordingly. Common humanity dictates that we should care more about the novice teacher. No longer does our mistreatment in the past hold as a good reason to dictate what others should receive in the present.

What benefits can an induction program have for the experienced career teacher? According to Maslow's work on the self-actualizing individual (1970), experienced
teachers who are in the adult stage in their lives, may be able to achieve a great deal of personal satisfaction from contributing to the well-being and the development of a new teacher. Jalongo (1986) outlines that "we have a message to share as mentors, as role models, as gentle guides to other professionals through the anxieties of those first experiences." Mentoring allows excellent teachers to have an influence on the quality of education in the classrooms by providing leadership within a classroom coaching mode. This author experienced one such situation in our formalized mentorship program. The secondary teacher who was two years from retirement entered into our mentorship program with this thought: "This is my opportunity to leave a little of myself behind to carry on after I leave teaching. All that I learned and worked for will not be lost."

Now is the time to take the steps to formalize and to give credence to mentorship programs. Joyce and Showers (1988) support the concept of coaching teachers to contribute to the transfer of training. In their studies they found that new teachers practice new skills more frequently and with greater success when coached.
They also use their new strategies more appropriately, exhibit a longer retention of those skills and have a clearer understanding of teaching strategies which allowed them to better communicate with the children. P. Park and M. Fullan (1982) found during their studies of curriculum implementation and change, that it is easier to make change when people are at their beginning stages rather than after they have established and rehearsed undesirable practices.

An induction program through the use of mentoring teachers, can accomplish many tasks successfully. It can ease the entry of new teachers into the profession; it can instill competent educational practices through a collegial approach; it can help increase the level of teacher retention; and it can provide for leadership opportunities for our capable and experienced educators.

The Role of the Mentor

A mentor can help the novice teacher in many ways. The degree of assistance will vary depending upon the needs

Areas of Assistance

Most research refers to clusters of major areas of assistance:

* sharing their own expertise on teaching methods curriculum development and unit planning.
* assisting with discipline and classroom management.
* explaining school procedures and practices.
  providing role models who display the use of
effective strategies.
* encouraging the new teachers to reflect upon their own teaching practices in order to identify areas of strengths and weaknesses.
* being an emotional support who helps the new teacher to deal with the successes and failures inherent in the position of classroom teacher.
The Role of the Principal

The principal has a significant role in any mentorship program. Success can be achieved by:

* establishing and maintaining a climate in the school that values the mentorship process as the beginning of the years of professional development that a teacher undergoes.
* identifying established, caring and capable teachers who may choose to undertake the mentor role.
* providing appropriate workloads for the new teacher and the mentor.
* assuming the responsibility for the ongoing professional development of all the staff.
* communicating the goals of the program to the community and other school personnel.

(Cole and McNay, 1988)

Other research has indicated an important influence that the principal may unknowingly exert. According to Krupp (1985), in her Connecticut research, the proteges
chose the principal as a mentor more than any other single individual. In more than half of the instances, the principal was not aware of the protege's identification. Thus, a special opportunity was lost. The new teachers still indicated that there had been much learned in spite of the fact that the mentorship relationship was not reciprocated.

One very important aspect of the role of the principal is that the mentor not be requested to be part of the supervision and evaluation process. That principal designated responsibility is clearly separate from that of the support and guiding role of the mentor. Ethically, the mentor can not report on the activities of a fellow professional. In order to maintain the trust and the collegiality required to make the mentor-novice relationship work, confidentiality is a must. All parties must respect and trust the roles they play.
Role of the New Teacher

* a commitment to the personal and professional growth required to represent excellence in education.
* a recognition that the mentorship program is only the beginning of a career long process of professional development.
* an openness to reflect upon present practices and attitudes with the intent of applying newly gained knowledge.

Role of the School Board

* the recognition and the support of the special roles that new teachers, mentors, and principals play in the induction process.
* a commitment to making the induction process a part of the professional development plan for all new teachers.
* a commitment to provide the financial resources required to make the induction program a success.
* to make a public effort to make the induction program a positive and attractive feature of our system.

(The Lambton County M.I.N.T. Model, 1989)

Phases of the Mentor Relationship

There is a range of research and results in the area of mentor relationship phases. Kathy Kram (1983) found three stages in a study of eighteen corporate relationships.

1) Stage one is "Initiation". The senior manager was seen as someone to admire and to respect, while the young manager was seen as someone coachable and enjoyable to work with: someone who could benefit from the senior manager's advice and counsel. The motivation is the ability to contribute to the young manager's growth and success.

2) Stage two is "Cultivation". which may last from three to five years. During this time the senior manager provides opportunities for the younger manager to learn, and to exhibit a high
profile all the while being protected in the company.

3) Stage three is "Separation". A change occurs in the relationship as there is a structural and an emotional separation. The young manager has a new independence and the senior manager diminishes the role of the relationship within the individual's life at work.

William Gray and Marilynne Gray (1985) found five stages in their study of the mentor relationship:

1) Level One- the mentors learn about the mentoring process and related protegee concerns.

2) Level Two- mentors exercise more power than the protegee.

3) Level Three- mentors recognize and acknowledge the protegee competencies.

4) Level Four- mentor encourages and listens to the protegee's ideas all the while encouraging independent behaviours.

5) Level Five- protegees function without the mentor's assistance.

1) Initiation- the protegee selects a mentor based upon the qualities that they respect.

2) The Mentoring Process- during the next two to three years the mentor does all that’s possible to foster the dreams and the growth of the protegee.

3) Termination- the mentor ends the relationship because it is time for the protegee to be independent.

Sacks and Wilcox (1986) present a four stage model that best fits with the perspective of this author.

1) The first stage is "Orientation" where the individuals learn how to operate within the protegee-mentor relationship.

2) During the second stage "Initiation", they build mutual trust and admiration.

3) The third stage of "Consolidation" is the
building and the widening of their personal and professional relationship.

4) "Collegial Collaboration" is the final part as the two work as a team and learn from each other perhaps the most appealing part about Sacks and Wilcox's model is the provision for a continuation of the mentor relationship. It does not need to end. The two participants can continue to grow and to benefit from their interactions.

The Qualities of a Good Mentor

An essential component of any successful induction program is the mentor teacher. The person selected to take on the role must want to do the job and must have certain characteristics to be successful at it. Galvez-Hjornevik and Smith (1986), outline eleven recommended characteristics:

1) exhibits excellence in classroom teaching.

2) displays tolerance for various teaching styles and/or models the district's designated style.

3) demonstrates flexibility by knowing when to be
a teacher, facilitator, listener, or inquirer.

4) displays commitment to the classroom, education and children.

5) demonstrates a willingness to expend effort and energy beyond the typical school day.

6) exchanges ideas/ideals when professionally appropriate.

7) exhibits realistic priorities.

8) adheres to a helping attitude.

9) is assigned to the same subject/grade level whenever possible.

10) is respectful and trustworthy.

11) displays the ability to motivate and bring out the best in others.

Clawson (1979) found that certain mentor characteristics are important. Clawson found that good mentors are people-oriented, tolerate ambiguity, prefer abstract concepts, value their company and work, and respect and like their subordinates.

Alleman (1982) found that successful mentors are confident, secure, flexible, altruistic, warm, caring, sensitive and trusting with their proteges.
Krupp (1987) describes mentors as having valued skills. They allow themselves to be known as people, act as role models, support people, counsel, encourage growth and achievement, honestly communicate, share and support others. They use their expertise and feeling for humanity to help others grow to their maximum potential.

McNay and Cole (1989) reported that OTF recommended the criteria for the selection of mentors should include:

1) successful teaching at more than one level.
2) demonstrated leadership abilities.
3) knowledge of educational research.
4) good standing with the Federation.
5) a willingness to participate in a training program.

DiGeronimo (1988) described a set of criteria upon which principals would make their decisions when choosing mentors. They included skillful lesson planning and execution; good rapport with the students, staff and parents; use of creative programs and lessons; delegation of routine tasks to competent aides and students; excellent classroom management; and
responsiveness to students' needs. They also identified skills such as communication, classroom environments, leadership roles within their staff, and curriculum programs.

Mentor Preparation

Before one can prepare someone for the role of mentor, one question needs to be addressed: How should we select the mentors? Huling and Austin (1985) summarize that certain situational characteristics need to be addressed, as well as the personal qualities. Not only should the support teachers be successful in the classroom, but they should teach the same grade and subjects as the first year teacher. Their classrooms should be in the same general area of the building as the new teacher. Lastly, the administration should have a role in identifying the person to play the mentor teacher. Administrative support is imperative to the success of any mentorship program (Cole and McNay, 1988). The principals should be able to assess the staff situation, needs and loadings in order to decide who would best benefit from the mentor role. Without the
principals feeling that their input is important to the process, no one can guarantee their support.

What preparation is necessary to train a teacher for the mentor role? Galvez-Hjornevik and Smith (1986) suggest that there should be formal preparation of the support teacher. It should include several components:

* ways to "break the ice" with beginning teachers
* ways of dealing with the beginning teacher.
* information regarding the general needs of beginning teachers.
* defining the extent of the support teacher's responsibility.

Also discussed is training in classroom management, effective teaching, classroom observation techniques, and methods for providing helpful feedback.

Krupp (1987) describes workshops that could be offered to the mentors on active listening, communication, adult development, life cycle changes, problem solving, decision making, and strategies to help the new teacher with stress management.
Gray and Gray (1985) describe training for the mentors that involves reading about some of the typical problems and concerns experienced by novice teachers as well as receiving training on how to work with proteges and other support personnel.

The Far West Laboratory for Educational Research and Development published a Mentor Teacher Casebook authored by Shulman and Colbert (1987). This book presents vignettes and training discussions which can help new mentors deal with protege situations. The vignettes are narrative in style and are written by practising mentors about an event or series of events that they had encountered. They describe the circumstances of each event, its consequences, and the ongoing thoughts and feelings of the participants. Reactions from other mentors are included. The book can be used individually or in a group workshop format to help prepare new mentors for their entry into the role.
Desirable Qualities of a Mentorship Program

According to the Final Report of the Teacher Education Review Steering Committee (1988), it was recommended that "the second phase of the teacher preparation program, induction, reverse the balance of teaching and formal study. While formal study continues, the inductee's focus will now be in the school. Eighty percent of the inductee's time will be in the classroom, teaching, while receiving continuous support and guidance from a Mentor Teacher. The remaining 20% will be in continued study, reflection, and other professional development activities. The inductee will be guided throughout this phase, by a mentor teacher who will ease the inductee's entrance into the profession by providing support and counselling, making provision for professional activities (such as seminars, school visits), and providing guidance for entry into the school and community life."

The conclusion one must draw from this recommendation is that there is a need for release time to develop and to operate a mentorship program. One of
the key components of a successful program (Stahlut, 1988), is time for reflection upon teaching strategies and practice without the interference of children. Solomon (pp.273, 1987) states that "new teachers will need to withdraw from the hurly-burly of the classroom when they go through the slower process of the social construction of meaning." This opportunity for reflection and redirection offers the greatest opportunity for change and professional excellence.

A second quality of a good mentorship program is the realization that this process needs to be protected from the supervision and evaluation component that accompanies administrative personnel (McNay and Cole, 1989). The mentor-protege relationship needs to be trusting and open. It can not be open if the mentor is in a position of evaluation. Indeed, it is ethically questionable, according to the code of ethics of the federations of Ontario, for any teacher to report on the activities of another teacher without following a clearly laid out process. In order to maintain the trust and the collegiality required to make the relationship work, confidentiality is a must. All parties must
respect and trust the roles they play in the process. According to Cole and McNay (1988), teachers who know they are being evaluated are not free to take as many risks or to seek help in the same way as those not being evaluated. Personal and professional growth will least likely occur if its central principles are undermined by its evaluation procedures.

A third quality is the need to exercise a freedom of professional direction, to meet the needs of each of the individual relationships in the mentoring process (Cole and McNay, 1988). What is needed by one new teacher is not necessarily the same for another. Time that is given for the mentorship program should be delegated according to the wishes of those involved. A mentor and the protege should be able to use the time for team teaching, classroom visitations to other excellent role models, trips to educational centres, or opportunities to plan instructional units together. The content of induction programs is best determined by paying close attention to the expressed needs and concerns of the participating teachers.
However, there are certain generic needs that all new teachers display during their first years in the profession (Cole and McNay, 1988). At the Board level, workshops related to these sorts of concerns can be offered for all to access. Areas such as orientation to the Board personnel procedures and practices, the first day of school preparation, classroom management, stress management, time management, the mentorship program, parent-teacher interviews, level-specific curriculum support and long range goal planning are all areas which need to be addressed. These sorts of activities combined with self directed plans can assist a smoother transition into the profession for the beginning teacher.

Administration needs to support the induction year by giving preferred class assignments for beginning teachers and mentors (Andrews, 1987). Supervision schedules and student placements can add an additional workload for the new teacher that can undermine the whole process. This program needs to be recognized as a major part of staff development. Andrews further describes adoption factors such as funding of programs, collaboration with the educational institutions,
recognizing the inductee status of new teachers, using formative supervision procedures, working with parent organizations to gain approval of professional development activities for new teachers and providing orientation and instructional resource materials for the beginning teacher.
Chapter Three

The Development of the M.I.N.T. Model

Implications for the Board

This author sees a number of positive outcomes for any school board, when a mentorship program is in place and is well supported.

Firstly, with regard to the issue of public accountability, it gives the Board an opportunity to display its desire to make their educational system better. The provision of funding necessary to successfully carry out induction programs, shows the commitment that the Board feels towards the importance of improving the quality of education in the classrooms, beginning with the first years of their teachers' careers.

Secondly, with the demand that there be a change in education, induction programs are ideal to implement new practices before old habits become established. Therefore, the Board should be able to respond to public concerns at an ideal moment in the history of education. As mentioned earlier, a large number of the present
teaching staff will retire in the near future, leaving thousands of new inexperienced youngsters to carry the job of educating our children. Setting solid classroom procedures in place, while many excellent teachers are still in the classrooms, ensures quality in the next few decades.

Thirdly, teacher retention is an important issue that one can not ignore. Making the beginning years rewarding for the new teacher will help keep the highest percentage possible in the profession, with little loss of personnel.

Lastly, one must consider our aging staff from a different perspective. They also need to be professionally fulfilled. After approximately thirty years in the profession, sharing one's expertise with a new teacher can provide opportunities for revitalization and satisfaction that can make the final years rewarding. It gives master teachers a sense of accomplishment and legacy when they can see what they have learned over the years, being passed on to someone who is eager to extend the aging teacher's success.
The M.I.N.T. Model (1989)

The M.I.N.T. Model (Mentors Inducting New Teachers) is a program designed to ease new teachers into the teaching profession, in the Lambton County Board of Education.

It is one component of a four phase entry plan which can enhance and enrich the orientation program.

Aim:

to provide formal mentorship assistance and support programs for new teachers in the Lambton County Board of Education.

Goals:

* to develop and to enhance the personal and the professional skills required to provide a good education for the children in our classrooms.

* to nurture and to foster new teacher success in order to increase the retention level of our novice teachers.

* to assist the beginning teacher in coping
with the transition stages inherent in the first year of teaching.

Objectives:
* to match an experienced and capable teacher in a mentorship role with a new teacher.
* to preferably match the new teacher and the mentor within the same school setting.
* to identify capable and caring mentors within the system.
* to provide in-service for the principals, mentors and new teachers, in order to define their roles in the induction process.
* to provide opportunities to establish an open line of communication between the mentor and the new teacher.
* to obtain evaluation and redirection of the mentorship-induction process from those involved.
* to ensure that quality time is available for mentor-teacher consultation, reflection and practise.
* to provide financial support for the mentorship
program in order to build resources used to enhance the quality of classroom instruction.

The M.I.N.T. Model

This diagram is intended to place the key components of the program at its centre...the new teacher and the mentor. As the two form their relationship the diagram shows the developments and the advantages that evolve. The first and perhaps most important is emotional support. The new teacher needs to be aware that their experiences are normal and that there is someone there to help and to share the difficulties with them. As they move through classroom management teaching techniques and the use of resources, they reflect and redirect practices in order to further student growth and development. The ultimate goal is personal and professional growth for all the people involved in the program.
Role of the Mentor

A mentor can help the novice teacher in many ways. The degree of assistance will vary depending upon the needs of the newcomer. Mentors serve many roles: teacher, coach, role-model, talent developer, sponsor, protector and "door-opener".

The major areas of assistance are identified as:
* sharing their own expertise on teaching methods, curriculum development and unit planning.
* assisting with discipline and classroom management.
* explaining school procedures and practices.
* providing role models who use effective strategies.
* encouraging the new teachers to reflect upon their own teaching strategies in order to identify areas of strengths and weaknesses.
* being an emotional support who helps the new teacher to deal with the successes and the failures inherent in the position of classroom teacher.
Role of the Principal

The principal can make the mentorship process most successful by:

* establishing and maintaining a climate in the school that values the mentorship process as the beginning of the years of professional development that a teacher undergoes.
* identifying established, caring and capable teachers who may choose to undertake the mentor role.
* providing appropriate workloads for the new teacher and the mentor.
* assuming the responsibility for the ongoing professional development of all staff.
* communicating the goals of the program to the community and other school personnel.
* keeping the role of the administrator clearly separate from that of the mentor.
Role of the New Teacher

* A commitment to the personal growth required to represent excellence in education.
* A recognition that the mentorship program is only the beginning of a career-long process of professional development.
* An openness to reflect upon present practices and attitudes with the intent of applying newly gained knowledge.

Role of the School Board

* The recognition and the support of the special roles that new teachers, mentors and principals play in the induction process.
* A commitment to making the induction process a part of the professional development plan for all new teachers.
* A commitment to provide the financial resources required to make the induction program a success.
* Public efforts to make the induction program a positive and attractive feature of our system.
Implementation Plan for 1989-90

* Principals will be introduced to the program in August prior to the beginning of school. They will be requested to approach an appropriate staff member to consider mentoring a new teacher. That person's name will be submitted for the list of pairs.

* All involved will receive a letter outlining the main features of the program and the roles of all those involved.

* Early in September, the mentors will be brought in for a morning in-service session in order to sensitize them to the nature and the problems of the first year teacher. That afternoon the new teachers will join the mentors for lunch and a series of activities designed to "break the ice" and to help direct assistance for the upcoming months.

* Each school involved in the program will receive one day per month, to be used at the discretion of the new teacher and the mentor for things such as consultation, visitation and professional
development. The needs of the new teacher and the flexibility of the timetables will help decide upon the use of the time.

* A series of other workshops, as part of the Whole Induction Program (Board familiarization, curriculum planning, stress management, discipline) will be set throughout the year.

* The evaluation of the M.I.N.T. program will occur in the Spring.

**Evaluation**

At a final assembly of all involved in the M.I.N.T. Program, in May, an evaluation of the process was conducted. Surveys were given to the mentors, the new teachers and to the administrators of the new teachers.

At that same time, a questionnaire was given to both the new teachers and their administrators for the 1989-90 year with the mentorship program, as well as the new teachers and their administrators from the 1988-89 school year who had no mentorship program.
Chapter Four

The Evaluation Surveys

Usually the evaluation surveys are placed in the appendix of a paper of this sort. But because there are so many parts to the evaluation of the program, clarification of the process is necessary. Therefore, the individual surveys and questionnaires are included in the body of the thesis, on the next few pages.

There are five groups that were involved in the evaluation process.

1) The administrators of the 1986 non-mentored new teachers.

2) The administrators of the 1989 new teachers who had mentors.


5) The mentors from the 1989 M.I.N.T. Program.

Along with the surveys as described above, there was a questionnaire that was given to all who were involved in the 1989 M.I.N.T. Program. The questionnaire is similar for all but reflects individual differences.
<table>
<thead>
<tr>
<th></th>
<th>disagree</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I was generally satisfied with the teaching performance of the new teacher(s).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>There was support from the parents for the new teacher(s).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>I had the usual numbers of interactions with the teacher.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>The new teacher seemed to be a cohesive part of the staff.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>There needs to be more done in the way of teacher preparation programs.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>I felt the children left the teacher with a good education.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>There were few parent concerns expressed about the new teacher.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>Discipline seems to be the largest area of concern for the new teacher.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>I felt the teacher had abnormal amounts of stress as a new teacher.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE QUESTIONNAIRE (1989)

A copy of this questionnaire was given to all the administrators who had teachers involved in the M.I.N.T. Program.

A) After reflecting upon all aspects of the M.I.N.T. Program, I would recommend:

__________________________________________________________________________

B) Please outline the positive/negative features of the mentorship program that you observed.

__________________________________________________________________________

C) How might the new teacher have been better prepared for entering the teaching profession?

__________________________________________________________________________

D) What role do you feel you play as the principal of a new teacher, during the induction year?

__________________________________________________________________________
NEW TEACHER SURVEY

The following survey was given to the new teachers from both the 1988 non-mentored and the 1989 mentored groups.

disagree  agree

1) I looked forward to returning to teaching at the end of my first year.  1  2  3  4  5

2) I felt I was supported by the staff and the administration.  1  2  3  4  5

3) I felt I experienced normal amounts of stress during my first year.  1  2  3  4  5

4) I had time for my personal interests and my family during my first year.  1  2  3  4  5

5) I derived a good deal of satisfaction from the profession during my first year.  1  2  3  4  5

6) Teaching was the rewarding experience I expected it to be.  1  2  3  4  5

7) I felt I had a really good relationship with the students
in my class.

8) I spent abnormally high amounts of time preparing for my classes, outside of school hours.

9) I felt that there was one person on staff that I knew I could go to and ask for help when I needed it.
NEW TEACHER QUESTIONNAIRE (1989)

This questionnaire was given to the new teachers who had been part of the mentorship program.

Please consider the following questions and respond to them as you feel is appropriate.

A) After reflecting upon all aspects of the M.I.N.T. Program, I would recommend:


B) Please outline the positive/negative features of your mentor partnership.


C) How might you have been better prepared for entering the teaching profession?


D) What role do you feel your principal played in your induction program?
MENTOR QUESTIONNAIRE (1989)

This questionnaire was given to the mentors who had been involved in the M.I.N.T. Program with new teachers.

A) After reflecting upon all aspects of the M.I.N.T. Program, I would recommend:

________________________________________________________________________

________________________________________________________________________

B) Please outline the positive/negative features of your mentor partnership.

________________________________________________________________________

________________________________________________________________________

C) How might the new teacher have been better prepared for entering the teaching profession?

________________________________________________________________________

________________________________________________________________________

D) What role do you feel your principal played in the induction program?

________________________________________________________________________
DATA RESULTS

Table One

Description of the Samples

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Surveys</th>
<th>Responded</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988 New Teachers</td>
<td>30</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>1988 Administrators</td>
<td>22</td>
<td>16</td>
<td>73</td>
</tr>
<tr>
<td>1989 New Teachers</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>1989 Administrators</td>
<td>16</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>1989 Mentors</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Totals: 108 | 85 | 78.7 %
## ADMINISTRATORS DATA

### Table Two

**Survey Statistics**

1988 (Non-Mentored) | 1989 (Mentored)
---|---

<table>
<thead>
<tr>
<th>Topics</th>
<th>mean</th>
<th>sd</th>
<th>mean</th>
<th>sd</th>
<th>t-value</th>
<th>df</th>
<th>Cramer's χ²</th>
<th>Chi Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Job Satisfaction</td>
<td>4.13</td>
<td>.885</td>
<td>4.40</td>
<td>.843</td>
<td>.70</td>
<td>24</td>
<td>.31</td>
<td>2.53</td>
</tr>
<tr>
<td>2) Parental Support</td>
<td>3.63</td>
<td>1.025</td>
<td>4.09</td>
<td>.701</td>
<td>1.16</td>
<td>24</td>
<td>.26</td>
<td>1.71</td>
</tr>
<tr>
<td>3) Interaction Frequency</td>
<td>3.94</td>
<td>.772</td>
<td>3.91</td>
<td>1.375</td>
<td>-.23</td>
<td>25</td>
<td>.49</td>
<td>6.57</td>
</tr>
<tr>
<td>4) Staff Cohesion</td>
<td>3.88</td>
<td>1.147</td>
<td>4.82</td>
<td>.405</td>
<td>2.31</td>
<td>25</td>
<td>.45</td>
<td>5.56</td>
</tr>
<tr>
<td>5) Preservice Preparation</td>
<td>3.31</td>
<td>1.302</td>
<td>3.18</td>
<td>1.401</td>
<td>.66</td>
<td>24</td>
<td>.14</td>
<td>.73</td>
</tr>
<tr>
<td>6) Delivery of Instruction</td>
<td>4.00</td>
<td>.816</td>
<td>4.20</td>
<td>.632</td>
<td>-.25</td>
<td>25</td>
<td>.17</td>
<td>.52</td>
</tr>
<tr>
<td>7) Parental Concerns</td>
<td>3.94</td>
<td>.998</td>
<td>4.55</td>
<td>.522</td>
<td>.59</td>
<td>25</td>
<td>.30</td>
<td>2.41</td>
</tr>
<tr>
<td>8) Discipline</td>
<td>3.56</td>
<td>1.094</td>
<td>3.30</td>
<td>1.494</td>
<td>-.34</td>
<td>24</td>
<td>.26</td>
<td>1.82</td>
</tr>
<tr>
<td>9) Stress Levels</td>
<td>2.50</td>
<td>1.211</td>
<td>2.30</td>
<td>1.252</td>
<td>-.66</td>
<td>25</td>
<td>.26</td>
<td>1.78</td>
</tr>
</tbody>
</table>

Note: sd - Standard Deviation

df - Degrees of Freedom
## NEW TEACHERS DATA

**Table Three**

**Survey Statistics**

<table>
<thead>
<tr>
<th>Topics</th>
<th>1988 (Non-Mentored)</th>
<th>1989 (Mentored)</th>
<th>t-value</th>
<th>df</th>
<th>Cramer's V</th>
<th>Chi Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Return Enthusiasm</td>
<td>4.38</td>
<td>4.59</td>
<td>.74</td>
<td>35</td>
<td>.32</td>
<td>7.62</td>
</tr>
<tr>
<td>2) Administrative Support</td>
<td>4.00</td>
<td>4.56</td>
<td>1.72</td>
<td>36</td>
<td>.36</td>
<td>10.13</td>
</tr>
<tr>
<td>3) Stress Level</td>
<td>3.62</td>
<td>4.56</td>
<td>2.55</td>
<td>36</td>
<td>.44</td>
<td>15.08</td>
</tr>
<tr>
<td>4) Personal Time</td>
<td>2.43</td>
<td>3.33</td>
<td>2.46</td>
<td>36</td>
<td>.43</td>
<td>14.76</td>
</tr>
<tr>
<td>5) Job Satisfaction</td>
<td>3.81</td>
<td>4.17</td>
<td>1.05</td>
<td>36</td>
<td>.27</td>
<td>5.56</td>
</tr>
<tr>
<td>6) Rewards</td>
<td>3.76</td>
<td>4.06</td>
<td>.91</td>
<td>36</td>
<td>.20</td>
<td>3.16</td>
</tr>
<tr>
<td>7) Student Relationship</td>
<td>4.19</td>
<td>4.39</td>
<td>.72</td>
<td>36</td>
<td>.25</td>
<td>4.93</td>
</tr>
<tr>
<td>8) Preparation</td>
<td>3.95</td>
<td>3.28</td>
<td>-2.30</td>
<td>36</td>
<td>.14</td>
<td>7.60</td>
</tr>
<tr>
<td>9) Staff Support</td>
<td>2.95</td>
<td>4.50</td>
<td>1.30</td>
<td>36</td>
<td>.28</td>
<td>6.24</td>
</tr>
</tbody>
</table>
Chapter Five

Data Interpretation

The size of the sample for this study was fairly small. In an effort to produce meaningful data, two types of research were done. One was subjective in the form of a questionnaire which provided for personal comment and evaluation for the new teachers, the mentors and the administrators. It will be presented and discussed later in this paper. The other, a survey was objectively analyzed using frequency tabulations of the means and the standard deviations, t-tests on a one tailed test with a .05 degree of confidence. Chi-Square was also run with a .05 degree of confidence. Cramer's $\chi$ was used for associations with the R.J. Senter Scale for interpretation.

R. J. Senter

( 0 - .19) no association

( .20 - .39) low association

( .40 - .69) moderate association

( .70 - .89) high association

( .90+) very high association
The most significant finding of this research was in the area of staff cohesion. This is an important finding as the more a new teacher becomes a member of the staff, the less the feelings of isolation and the greater the opportunity for retention within the profession (Cole and McNay, 1988).

It certainly makes sense that the support from an experienced and capable staff member holds weight with the others in the school. Efforts to insure that the new teachers are treated fairly, are invited to staff activities, and that they participate in the opportunities to socialize with the rest, bridge the first few months of uncertainty that accompanies the job. Facilitating this transition period by providing professional support can help foster greater success as mature professionals.

The second area of interest is the frequency of interactions between the principal and the new teacher. Most who are new to the profession require fair amounts
of additional support time and supervision. The data seems to reflect some decrease in the degree of interactions required. The Cramer's $\chi$ reflected a moderate association with the presence of the mentor. The principal would need fewer interactions as the mentor would take on the role of introducing school routines, supporting the new teacher with classroom management techniques and providing additional curriculum development support. This also has been seen in the research of Joyce and Showers (1988) who found that teachers who were coached by their peers faced greater success as well as stronger and more lasting skill development strategies.

One disappointing result was the lack of significant improvement in discipline concerns. Simon Veenman (1987) reported that one of the greatest problems that the new teacher faces is discipline. The questionnaire reflects this need from all three groups who were surveyed but no significant difference was reflected with the mentorship program.

Perhaps it has become an accepted tradition for the
new teacher to have class management problems. One might suspect that only after a year of successful teaching does the new teacher have the confidence to handle the student manipulations faced daily. Repeatedly, throughout the questionnaire there is reference to the expression "experience is the best teacher."

What is most significant about the whole of the administrative data is the shift in all areas that indicates a higher degree of success with the new teacher’s performance. In all categories of evaluation, there is a more positive reaction as indicated in the means for the mentored teacher group. One can not ignore that trend, especially when it is combined with the data from the questionnaire that indicates a more successful year with a mentor.
New Teacher Data Interpretation

There were more findings that were significant in the analysis of the new teacher data.

Firstly, there were differences in the amounts of stress reported by the teachers who had the benefit of the mentor. They felt their stress levels were more normal for the first year. Knowing that they were not alone to face their problems and feeling that others not only understood but accepted their novice difficulties helped to decrease the anxieties that they encountered during the traumatic transition time during the first year assignment (Andrews, 1987).

The second area of importance is personal time and with it the amount of time spent on the preparation of daily lessons. Without the support and assistance of the mentor, the amount of additional preparation would be great. Knowing you are correctly prepared for classes because you have had the benefit of someone else's experience and knowledge would bring a degree of confidence that could allow the new teacher to relax.
Relieving some of the pressures of preparation can increase the amount of time for personal interests and family. A well rounded person needs to satisfy a number of areas. Time for yourself as well as time to be with those who are close to you is important to creating a healthy individual. One must satisfy these needs in order to have a truly perceptive, caring and capable teacher. Balance in the life of a teacher is important in order to create an enriching environment in the lives of the students.

The third area which proved notable was the new teachers' perceptions of the degree of support that they were receiving from the administration. Those who had the benefit of mentors felt there was more support for them. Of course knowing that the administration feels your transition is important enough to provide a mentor program has to tell the new teacher that the people in charge are trying to help. But the other aspect of this is very difficult for this paper to measure. How much did the program itself change the attitudes of the administrators and highlight in their minds, the need to give their new teachers additional attention? When the
Board makes a financial commitment to make a program a success people tend to notice and to react positively.

Finally, one must again reflect upon the data with an overall view. In all areas, as was with the administrative data, there is a positive shift to more satisfaction and greater personal and professional rewards with the mentored teacher group.
Questionnaire Data

During the next few pages, the data collected from the survey of the first time mentorship participants has been collated.

The data is presented in this order:
* administrators
* new teachers
* mentors

Each question is included and all the responses to that question are listed below it. The frequency of each response is listed to the right. The number of people responding to the questionnaire is in brackets to the right. Any response that is a negative comment is followed by a minus sign in brackets (−). Any positive comments are followed by a plus sign in brackets (+).
### TABLE FOUR

Questionnaire Data

**Administrators**

A) After reflecting upon all aspects of the M.I.N.T.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Continuation</td>
<td>8</td>
</tr>
<tr>
<td>Flexible Use of Time</td>
<td>1</td>
</tr>
<tr>
<td>Provide More Than One Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Begin Program Earlier</td>
<td>1</td>
</tr>
<tr>
<td>Get Feedback from New Teachers</td>
<td>1</td>
</tr>
</tbody>
</table>

B) Please outline the positive/negative features of the mentorship program that you observed. (10 responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefit for both New Teacher and Mentor</td>
<td>5 (+)</td>
</tr>
<tr>
<td>Release Time</td>
<td>3 (+)</td>
</tr>
<tr>
<td>Help Not Administration Based</td>
<td>2 (+)</td>
</tr>
<tr>
<td>Mentor Helped Increase Principal Insight</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Increased Mentor Self-Esteem</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Mentor Illness/Lack of Continuity</td>
<td>2 (-)</td>
</tr>
<tr>
<td>Offer Program Outside of School Hours</td>
<td>1 (-)</td>
</tr>
<tr>
<td>Wrong Mentor Chosen by Myself</td>
<td>1 (-)</td>
</tr>
</tbody>
</table>
C) How might the new teacher have been better prepared for entering the teaching profession?

(8 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Internship Type of Interactions</td>
<td>3</td>
</tr>
<tr>
<td>Familiar With Start-up Procedures</td>
<td>2</td>
</tr>
<tr>
<td>Discipline Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum Familiarization</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>1</td>
</tr>
</tbody>
</table>

D) What role do you feel you play, as the principal of a new teacher, during the induction year?

(9 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Towards New Teacher</td>
<td>8</td>
</tr>
<tr>
<td>Maintain Close Contact</td>
<td>4</td>
</tr>
<tr>
<td>Encouragement</td>
<td>4</td>
</tr>
<tr>
<td>Support Mentor</td>
<td>3</td>
</tr>
<tr>
<td>Resource Allocation</td>
<td>2</td>
</tr>
<tr>
<td>Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE FIVE

Questionnaire Data

**New Teachers**

A) After reflecting upon all aspects of the M.I.N.T. Program, I would recommend:

(16 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue the Program</td>
<td>8</td>
</tr>
<tr>
<td>Earlier Matching with Mentor</td>
<td>3</td>
</tr>
<tr>
<td>No changes</td>
<td>2</td>
</tr>
<tr>
<td>Time Alone as a Group</td>
<td>2</td>
</tr>
<tr>
<td>More Time for Interactions</td>
<td>2</td>
</tr>
<tr>
<td>Workshop on Discipline</td>
<td>2</td>
</tr>
<tr>
<td>Workshop on Centres</td>
<td>1</td>
</tr>
<tr>
<td>Match Personalities with Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Time Allocation Workshop</td>
<td>1</td>
</tr>
<tr>
<td>Mandatory Use of Allowed Time</td>
<td>1</td>
</tr>
<tr>
<td>Less Time Out of the Classroom</td>
<td>1</td>
</tr>
</tbody>
</table>
B) Please outline the negative/positive features of your mentor partnership.

(18 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive/Helpful Mentor</td>
<td>8 (+)</td>
</tr>
<tr>
<td>Sharing of Ideas</td>
<td>7 (+)</td>
</tr>
<tr>
<td>Common Grade/Level</td>
<td>3 (+)</td>
</tr>
<tr>
<td>Shared Experience of Mentor</td>
<td>2 (+)</td>
</tr>
<tr>
<td>Other Classroom Observations</td>
<td>2 (+)</td>
</tr>
<tr>
<td>All Positive</td>
<td>2 (+)</td>
</tr>
<tr>
<td>Non Threatening/Non Administrative</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Principal Support</td>
<td>1 (+)</td>
</tr>
<tr>
<td>No Problem Getting Help</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Difficult to Take/ Arrange Time</td>
<td>5 (-)</td>
</tr>
<tr>
<td>Mentor Ill/Lack of Continuity</td>
<td>1 (-)</td>
</tr>
<tr>
<td>Do More Earlier in the Year</td>
<td>1 (-)</td>
</tr>
<tr>
<td>Mentor Too Busy to Help</td>
<td>1 (-)</td>
</tr>
</tbody>
</table>
C) How might you have been better prepared for entering
the teaching profession?

(17 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience is the Best teacher</td>
<td>3</td>
</tr>
<tr>
<td>More Related Experience</td>
<td>2</td>
</tr>
<tr>
<td>Realistic Preparation</td>
<td>2</td>
</tr>
<tr>
<td>Discipline Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Diversified Subject Training</td>
<td>2</td>
</tr>
<tr>
<td>Split Grade Training</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Access</td>
<td>1</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>1</td>
</tr>
<tr>
<td>General Level Seminars</td>
<td>1</td>
</tr>
<tr>
<td>Registers</td>
<td>1</td>
</tr>
<tr>
<td>Reports/Summative Evaluations</td>
<td>1</td>
</tr>
<tr>
<td>Use of Art in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>Tracking Ideas</td>
<td>1</td>
</tr>
<tr>
<td>Timetabling</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Setup</td>
<td>1</td>
</tr>
<tr>
<td>Procedures (ex. head lice)</td>
<td>1</td>
</tr>
<tr>
<td>Make and Take Sessions</td>
<td>1</td>
</tr>
<tr>
<td>More Formative Evaluation from Ed. Faculty</td>
<td>1</td>
</tr>
<tr>
<td>I Was Well Prepared</td>
<td>1</td>
</tr>
</tbody>
</table>
D) What role do you feel your principal played in your induction program?

(16 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful/Friendly</td>
<td>9</td>
</tr>
<tr>
<td>Supported the Mentor Program</td>
<td>4</td>
</tr>
<tr>
<td>Made Me Feel Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Gave Room to Succeed/Fail</td>
<td>2</td>
</tr>
<tr>
<td>Gave Positive Comments</td>
<td>2</td>
</tr>
<tr>
<td>Little Interaction</td>
<td>2 (-)</td>
</tr>
<tr>
<td>Offered Help</td>
<td>1</td>
</tr>
<tr>
<td>Resource Allocation</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE SIX

Questionnaire Data

**Mentors**

A) After reflecting upon all aspects of the M.I.N.T. Program, I would recommend:

(20 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of the Program</td>
<td>7</td>
</tr>
<tr>
<td>Meet New Teacher Prior to September</td>
<td>5</td>
</tr>
<tr>
<td>Additional Social Activities</td>
<td>3</td>
</tr>
<tr>
<td>More Time for Interactions</td>
<td>3</td>
</tr>
<tr>
<td>More Activities Earlier in the Year</td>
<td>2</td>
</tr>
<tr>
<td>Better Role Communication</td>
<td>2</td>
</tr>
<tr>
<td>More Honest Info for Dealings</td>
<td>2</td>
</tr>
<tr>
<td>Have Mentor/Teacher Pair in the Same Grade</td>
<td>2</td>
</tr>
<tr>
<td>Maintain Flexibility of the Program</td>
<td>1</td>
</tr>
<tr>
<td>Keep it at the Same Level</td>
<td>1</td>
</tr>
<tr>
<td>Set Up Aligning Prep Times</td>
<td>1</td>
</tr>
<tr>
<td>Have New Teacher Panel Repeated</td>
<td>1</td>
</tr>
<tr>
<td>Information About Neighbouring Board PD</td>
<td>1</td>
</tr>
<tr>
<td>Administrators Not Be Mentors</td>
<td>1</td>
</tr>
<tr>
<td>Start September 1st</td>
<td>1</td>
</tr>
<tr>
<td>Have a Mentors Only Meeting</td>
<td>1</td>
</tr>
</tbody>
</table>
B) Please outline the positive/negative features of your mentor partnership. (20 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutually Beneficial</td>
<td>12 (+)</td>
</tr>
<tr>
<td>Gained a Friend</td>
<td>6 (+)</td>
</tr>
<tr>
<td>Release Time to Meet</td>
<td>4 (+)</td>
</tr>
<tr>
<td>Casual Contacts Valued</td>
<td>3 (+)</td>
</tr>
<tr>
<td>Same Grade/Department</td>
<td>3 (+)</td>
</tr>
<tr>
<td>Flexible Use of Time</td>
<td>2 (+)</td>
</tr>
<tr>
<td>Support for the New Teacher</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Improved Staff Relationship for Teacher</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Same Prep Time Schedule</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Inservice of Mentors</td>
<td>1 (+)</td>
</tr>
<tr>
<td>Illness of Mentor</td>
<td>1 (-)</td>
</tr>
<tr>
<td>Hard to Find Suitable Meeting Times</td>
<td>4 (-)</td>
</tr>
<tr>
<td>Time Required to Prepare for a Supply</td>
<td>1 (-)</td>
</tr>
<tr>
<td>New Teacher Resisting Help</td>
<td>1 (-)</td>
</tr>
</tbody>
</table>
C) How might the new teacher have been better prepared for entering the teaching profession? (19 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was Well Prepared</td>
<td>4</td>
</tr>
<tr>
<td>Honest Consultation About Work Load, etc.</td>
<td>4</td>
</tr>
<tr>
<td>Discipline Strategies</td>
<td>4</td>
</tr>
<tr>
<td>Mentorship Program</td>
<td>3</td>
</tr>
<tr>
<td>Learn By Doing</td>
<td>3</td>
</tr>
<tr>
<td>Shared Year Internship</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Management Skills</td>
<td>1</td>
</tr>
<tr>
<td>Unit Planning vs Daily Lessons</td>
<td>2</td>
</tr>
<tr>
<td>Extracurricular Expectations</td>
<td>1</td>
</tr>
<tr>
<td>Report Writing</td>
<td>1</td>
</tr>
<tr>
<td>Registers</td>
<td>1</td>
</tr>
</tbody>
</table>

D) What role do you feel your principal played in the induction program? (20 Responses)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement</td>
<td>11</td>
</tr>
<tr>
<td>Support of the Mentorship Program</td>
<td>9</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>No Interference</td>
<td>4</td>
</tr>
<tr>
<td>Available for Consultation</td>
<td>4</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2</td>
</tr>
<tr>
<td>Inappropriate Requests</td>
<td>1</td>
</tr>
</tbody>
</table>
Interpretation of the Questionnaire Data

Valuable information was received from the redirection of the M.I.N.T. Program. The individualization of the feedback and the additional insight obtained only through participation in the program proved highly profitable.

As one surveys the responses there is a wide variety of suggestions and comments that occur. Each individual perception is important. For the purpose of this study significance will be attached to the comments which repeat themselves.
Recommendations for 1990

It was interesting to note that the same highly repeated recommendation came from all three groups that were surveyed. All sources recommended that the program be retained for the 1990 school year.

The mentorship process has filled a need for three groups of people.

1) Firstly, it has provided career teachers with an opportunity to revitalize their techniques through the enthusiasm of a new teacher. They have shared what has taken them years to learn and to gather.

2) Secondly, with that sharing, they have assisted the new teacher into a smoother transition and a quicker integration year. The techniques and the education in the classroom have improved.

3) Thirdly, the administrators have benefited from this program as well. A new teacher on staff is always an additional concern and time consumer. The assistance of the mentors,
in the non-evaluative way, enhanced the leadership teams in the schools.

A second recommendation was to commence the program earlier in the year by introducing the mentors and the new teachers before school begins. There were references to the need for help with start-up procedures, classroom preparation and easing the tensions that come with the first classroom.

**Positive and Negative Aspects of the Mentor Relationship**

All three groups again had a common response to this question. They felt there was mutual benefit from the partnership for both the new teacher and the mentor. The mentors commented that they appreciated getting and sharing new ideas. The new teacher liked learning tried and true procedures. Other comments such as gained a friend or increased the mentor's self-esteem seem to fit with the concept of mutual benefit.

All three frequently mentioned the release time in their evaluations. They mostly felt it was valuable to be able to have the time to do what they knew they
needed to do.

There is however, a concern that was associated with the time allotment. The new teachers found it hard to plan for a supply teacher as well as take the time off from classroom duties. Due to their lack of experience in preparing a day book for a supply teacher, the new teachers went into too much preparation for the absent time. This was an additional burden to their already heavy workload. They also experienced feelings that they were abandoning their classes by leaving them in the charge of someone else.

One administrator drew reference to the need to hold the sessions outside of school time so as not to interfere with daily routines. Some pairs found it difficult to find mutual time in order to carry out the consultation. The support of the administration in the school is imperative to the success of the program.

The general assessment seemed to be that time out of the classroom is important to conduct the activities inherent in the process. Teachers, especially new ones, need time to talk to other teachers (Dickinson, 1987).
We need to impress upon all involved that time out is important! The delegation of finances at the board level and the encouragement of those involved to use the time, delivers a clear message that the program and its merits are important to the people who are in charge of delivering education in this county. It gives credence and validity to the process.

Pre-Service Preparation

Many of the respondents indicated the old adage that experience is the best teacher. Perhaps the nuances that come with a successful teacher may only be learned in the classroom setting.

The concept of internship was mentioned frequently, with the idea of a year long association with one classroom. They indicated that new teachers needed to see the continuum of student development that can only be viewed over time.

There were a number of comments that supported the teacher education system presently in place. They wrote that the teachers are well prepared for the job.
An additional area that was mentioned was classroom discipline. It appeared on all three surveys. Typically, the new teacher approaches their first classroom with enthusiasm. Unfortunately, the students have had years of learning how to manipulate adults. They tend to abuse the flexibility and the kindness exhibited by the first year teacher. At times the focus in the classroom shifts from educating the child to who has control in the room. Major problems with classroom control can foreclose other sorts of learning from occurring (Fetherstone, 1988). Many a new teacher has learned the hard lessons facing the unfair realities of the classroom.

Role of the Principal in the Induction Year

In all areas of assessment, the respondents indicated that support was the key role of the principal. Some went as far as to say that support can be maintained by not interfering with the mentor-teacher relationship. They were allowed to dictate the use of their allotted time as they saw fit. They had the flexibility to independently plan their own programs.
Other areas such as being available for consultation, giving encouragement and allocating resources were mentioned frequently.
Chapter Six

General Recommendations

This study supports the following features of a mentorship program that might be successful in other areas:

1) That all Boards of Education have a formalized, planned mentorship program for all new teachers.

2) That principals be trained in areas of mentor selection, ways to support the program and to clarify their role definitions.

3) That administrators who have an evaluation component in their job descriptions, not be considered as mentors.

4) That release time be a component of the program.

5) That mentors be trained in preparation for their roles, in areas of "ice-breaking", conferencing, needs awareness and coaching skills.

6) That mentors be identified carefully according to a set of descriptors which detail appropriate personnel.

7) That all mentors and new teachers in the program
clearly understand their roles in the process.

8) That workshops be planned for the new teacher in the areas of discipline, unit planning, board facilities and personnel, stress management, time management, report writing and any other teacher identified needs.

9) That social activities be planned so that the mentors and the new teachers can meet as separate groups, in order to facilitate special needs.

10) That the program start before September, so that the mentor and the new teacher can establish a relationship prior to the start-up of school.

11) That new teachers be matched with mentors in their buildings, near their classrooms, and in the same grade level of subject area if at all possible.

12) That the program remain flexible so that the special needs can be addressed.

13) That in-service be provided for the new teacher on how to prepare for a supply teacher.

14) That no mentor be appointed who may need to be absent during the school year (i.e. pregnancy).
Chapter Seven

Conclusions

Judith Little, a well known educator from the United States, delineated a two-part challenge that educators must meet when implementing mentorship programs: introducing classroom teachers to an unfamiliar role and introducing an unprecedented role to an institution. She identified three problems:

1) the pace of the implementation.
2) the lack of opportunity to carry out the role.
3) the lack of precedents that tends to constrain the performance of the mentors.

(Fullan, 1990, p. 8)

Examining these concerns in reference to the M.I.N.T. Program, there are some observations that might be made.

In retrospect, one could consider that this research program was implemented rapidly. But efforts
were made to research the topic well before decisions were made. Program recommendations were based upon the writings and the research of some of the most knowledgeable educators in Canada. Specifically, the attitudes and the philosophies put forth by Ardra Cole and Margaret McNay, were highly attractive to the initiators of the M.I.N.T. Program.

After a year of program implementation, the gathering of both objective and subjective data showed that the program was successful.

Administrators indicated a higher degree of satisfaction with the performance of the new teachers. The new teachers appeared quickly to become more cohesive members of the staff.

New teachers indicated they had more time for personal interests and families, felt they were supported by the staff and administration, spent less time preparing for classes outside of school hours and experienced less stress in their first year.
The mentors reported feelings of worth, contribution and pleasure at the sharing of their profession. Their level of professional development increased.

Judith Little's concern about the pace of implementation is perceived to be valid by this author. But with care and vision, paired with a plan for evaluation and redirection, a mentorship program can be developed and implemented without years of preparation. Now is an excellent opportunity to enact changes in education. Boards need to respond to the timing opportunity with well thought out action plans.

The second concern expressed by Little was the lack of opportunity to carry out the role. One presumes that role refers to the operants in the mentor relationships.

This is where this author believes it is imperative to build release time into any mentorship program. The financial support afforded these types of programs through time to properly carry them out can act as a catalyst for the people involved. Time for reflection
and redirection upon teaching strategies is important.

The mentors and the new teachers were given the time to work cooperatively to enhance teaching skills. The new teacher has no spare time left after preparing for classroom rigors each day. Asking them to do the activities on their own only burdens an already full schedule.

The administrators were not expected to find ways to release the teachers within the confines of their staff limitations. Too often upper level educators have good ideas and leave the responsibility of implementation in the laps of middle management without additional support or resources.

Little outlines the third problem as one of no precedents for the mentors. She feels that tends to constrain their performance.

Granted, these programs are so new that there are few models upon which to rely. But it is within this absence that I feel the strength of the program lies.
Without any prior notions, the participants are free to manipulate their individual situations in order to fit their own needs.

During this most recent year, time was used for activities like team teaching, unit planning, visits to educational centres outside the county as well as within, time for reflection, classroom observation, time to “just talk” and even time to take a break and catch your breath. The flexibility and the creativity of those involved was the only thing that would limit the use of their time. When one looks at the 100% response rate from the mentors, there is a message of enthusiasm. These special people welcomed the challenge and embraced the role. Their enthusiasm for teaching spilled over and was shared by the new teachers involved with them.

In the words of Judy-Arin Krupp (1985), "Educators must legitimize mentoring." We must look at this process, the roles the people play in it, its importance to the future of education and focus our efforts on it as a way to foster growth in the two ends of our professional continuum.
Mentorship programs are ways to meet the public challenge of accountability and the demand for change. It is a way to draw upon the resources in our systems to provide career teachers with the professional development that can help them to self-actualize in education. It is a way to help new teachers become the ideals that they hold for themselves; to redeem the esteemed role that educators historically have held. And by doing so, to provide a quality and loving education for the future children in our classrooms.
SELECTED BIBLIOGRAPHY


Research and Development Centre for Teacher Education. The University of Texas.


VITA AUCTORIS

Margo McPhedran was born in 1949, in Sarnia, Ontario. After graduating from St. Clair Secondary School in 1968, she attended London Teachers' College in London, Ontario. Her BA was obtained from the University of Western Ontario, in 1979. She continued to expand her qualifications through Ministry of Education courses in Special Education and Computers in Education. Part II of the Principals' Course was completed in 1987. She is presently a principal with the Lambton County Board of Education.