

Changing Context of Mentoring

First Generation

- Support, encouragement
- forever to 1970s

Second Generation

- Mentoring as a professional role
- Mentor training, formal mentor “programs”
- 1980s and 1990s

Third Generation

- Standards based, high stakes
- related to license
- 1990s to present

Table 1 – Characteristics of Study Participants

Variable		Subgroups	N	Percent
AGE		25-38 years	56	33.7
		39-48 years	60	36.1
		49 + years	50	30.1
GENDER		Female	131	77.5
		Male	38	22.5
TEACHING EXPERIENCE		< 11 years	39	23.3
		11-25 years	90	53.9
		> 25 years	38	22.8
LEVEL	Elementary		65	38.9
	Elementary/Middle		3	1.8
	Middle		26	15.6
	Middle/High School		2	1.2
	High School		69	41.3
			2	1.2

Table 1 – Characteristics of Study Participants

Variable		Subgroups	N	Percent
TYPE		Regular Ed	139	82.2
		Special Ed	21	12.4
		Other	9	5.3
TYPE OF TRAINING	Mentor only		46	27.2
	Cooperating Teacher only		17	10.1
	PDP Team only		3	1.8
	Mentor & Coop Teach		57	33.7
	Coop Tch & PDP Team		1	0.6
	Mentor & PDP Team		6	3.6
	Coop Tch, & PDP Team		18	10.7
	None		21	12.4
MENTEES SERVED			569	N = 169
INITIAL EDUCATORS SERVED			185	N = 98

Table 2 - Importance

Std	Description	M	R
1	Teachers know the subjects they are teaching.	4.68	3
2	Teachers know how children grow.	4.54	7
3	Teachers understand that children learn differently.	4.75	1
4	Teachers know how to teach.	4.64	4
5	Teachers know how to manage a classroom.	4.72	2
6	Teachers communicate well.	4.60	5
7	Teachers are able to plan different kinds of lessons	4.47	8
8	Teachers know how to test for student progress.	4.39	9.5
9	Teachers are able to evaluate themselves.	4.58	6
10	Teachers are connected with other teachers and the community.	4.39	9.5

Table 3 - Ease

Std	Description	M	R
1	Teachers know the subjects they are teaching.	3.60	8
2	Teachers know how children grow.	3.55	9
3	Teachers understand that children learn differently.	3.77	3
4	Teachers know how to teach.	3.66	6
5	Teachers know how to manage a classroom.	3.68	4
6	Teachers communicate well.	3.66	6
7	Teachers are able to plan different kinds of lessons	3.86	1
8	Teachers know how to test for student progress.	3.83	2
9	Teachers are able to evaluate themselves.	3.52	10
10	Teachers are connected with other teachers and the community.	3.66	6

Table 4 - Preparation

Std	Description	M	R
1	Teachers know the subjects they are teaching.	4.30	4
2	Teachers know how children grow.	4.24	7
3	Teachers understand that children learn differently.	4.35	3
4	Teachers know how to teach.	4.36	2
5	Teachers know how to manage a classroom.	4.41	1
6	Teachers communicate well.	4.21	8
7	Teachers are able to plan different kinds of lessons	4.27	6
8	Teachers know how to test for student progress.	4.28	5
9	Teachers are able to evaluate themselves.	4.13	10
10	Teachers are connected with other teachers and the community.	4.16	9

Table 30 – Importance, Ease, Preparation -- Rank Order

Std	Description	Importance	Ease	Preparation
1	Teachers know the subjects they are teaching.	3	8	4
2	Teachers know how children grow.	7	9	7
3	Teachers understand that children learn differently.	1	3	3
4	Teachers know how to teach.	4	6	2
5	Teachers know how to manage a classroom.	2	4	1
6	Teachers communicate well.	5	6	8
7	Teachers are able to plan different kinds of lessons	8	1	6
8	Teachers know how to test for student progress.	9.5	2	5
9	Teachers are able to evaluate themselves.	6	10	10
10	Teachers are connected with other teachers and the community.	9.5	6	9

Table 37 – Importance, Ease, Preparation – High and Low Rank Order

	Importance		Ease		Preparation	
	High Rank Order	Low Rank Order	High Rank Order	Low Rank Order	High Rank Order	Low Rank Order
1. Teachers know the subjects they are teaching.	3			8		
2. Teachers know how children grow.				9		
3. Teachers understand that children learn differently.	1		3		3	
4. Teachers know how to teach.					2	
5. Teachers know how to manage a classroom.	2				1	
6. Teachers communicate well.						8
7. Teachers are able to plan different kinds of lessons.		8	1			
8. Teachers know how to test for student progress.		9.5	2			
9. Teachers are able to evaluate themselves.				10		10
10. Teachers are connected with other teachers and the community.		9.5				9

Reflection

Standards

- Thinking about teaching
- Organizing mentoring

Gaps

- Mentors' own preparation & experiences
- For mentors
- For novices
- Mentors and mentees

Addressing gaps

- Mentor preparation/training
- Explicit topic for mentor/mentee conversation