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# An Evaluation of the Collegial Coaching Program at Rush-Henrietta School District

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An Evaluation of the Collegial Coaching Program

at Rush-Henrietta School District

Lauren Rubin

St. John Fisher College

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## ABSTRACT

This study conducted an evaluation of the Collegial Coaching Program (CCP) in the Rush-Henrietta (RH) School District. The purpose of this study was to analyze the effectiveness of the existing mentoring program. The goal was to determine whether the Collegial Coaching Program was an effective mentoring program for new teachers to the RH School District. The goals of the CCP were used as the basis of the design for evaluating the effectiveness of the mentoring program implemented. The participants of this study were chosen at random by a list provided by the Teacher Center of the RH School District. Based on the results of the interviews and pre-interview questionnaire, the CCP is an effective mentoring program for beginning teachers, but areas for further development remain in three areas, including a.) matching mentors and mentees, b.) training for mentors and mentees, and c.) evaluation.

## Chapter 1

### Overview

Mentoring programs for new teachers have become an essential element in professional development in school districts today. New teachers need and benefit from support beyond their first year of teaching in order to successfully develop as an educator and reach high standards in classrooms. As school districts are more frequently investing in and implementing mentoring programs to help address the needs of new teachers, it is often done with little or no evaluation (Portner, 2001).

For those who do evaluate mentoring programs, very few measure the data from their study that determine the effectiveness of the evaluation. Instead, school districts often devote an adequate amount of time for program planning and design. In addition, much time is often spent on developing policies and procedures, and mentor selection and training (Portner, 2001).

Often times when mentoring programs are ready to launch, planning committees and mentors feel confident that everything is ready to go. When evaluation is actually carried out planning committees are frequently surprised by findings that can include: a.) mentors who doubt their effectiveness in carrying out their responsibilities; b.) mentors who express a lack of confidence in their ability to carry out what they had learned in training and how to apply it in actual practice; c.) mentees who are disappointed by the tendencies of their mentors who expected mentees to do everything the same way they always have; d.) mentees who felt as if they were treated as graduate students, rather than colleagues; e.) mentees who felt as if they were not trusted to make their own decisions;

f.) mentees who were reluctant to confide in mentors. This means that in the end questions still remain unanswered where room for improvement exists or if the program is at all effective (Portner, 2001).

### *Purpose of the Study*

The purpose of this study was to analyze the effectiveness of an existing Collegial Coaching Program at Rush Henrietta (RH) School District. The goal was to determine whether the Collegial Coaching Program was an effective mentoring program for new teachers to the RH School District.

### *The Rush-Henrietta School District Teacher Center*

The RH Teacher Center is an essential part of the RH School District that was established to provide professional development services and support to teachers, staff, parents, and community members to offer assistance in achieving the educational goals of the RH community. The RH Teacher Center's mission is to foster the professional and intellectual development of RH's teachers, staff, and community in support of the district's strategic plan, goals and priorities. The Teacher Center serves 633 teachers in the 10 schools that comprise the RH School District, and is demographically, the most diverse school district in Monroe County (Rush-Henrietta School District, n.d.).

### *Problem Statement*

In order to improve the quality of instruction, create collaborative cultures, and effectively address teachers' needs, the RH Teacher Center participated in a study to be conducted by Lauren Rubin, a music teacher currently employed by the RH School

District. This study was held in January of 2007 through July of 2007. The purpose of this study was to analyze the effectiveness of the current Teacher Center mentoring program, and how it positively affected new teachers to the RH School District. Thus, this study evaluated the impact of the Collegial Coaching Program in place at the organization.

### *Significance of the Study*

This study has evaluated the impact of the mentoring program's effectiveness, and how it affected new teachers. The significance of the study is that it is important to understand if the Collegial Coaching Program in place in the RH School District is supportive for first year teachers without previous teaching experience so that the District may continue to use the program as it stands or modify it so that it is improved.

The Collegial Coaching Program is effective if it has successfully built beginning teachers' autonomous ability to: 1. prioritize challenging aspects of their teaching experience, 2. consider alternative approaches, 3. identify and analyze problem situations, and 4. consider alternative solutions that can be implemented (The Rush-Henrietta Coaching Guide, 2005). If the Collegial Coaching Program has produced positive results in first year teachers while fostering the above mentioned goals, the program would be considered effective.

### *Project Background*

Mentoring has become an increasingly important component in organization development. Typically mentoring relationships help new employees "learn the ropes"

by pairing new employees with employees who have more experience in their profession. Mentoring programs have become an increasingly important element during times of transition and are associated with increased productivity in the workplace (Georgia Department of Technical & Adult Education, n.d.).

Many organizations today have mentoring programs in place but the problem remains that mentoring programs are not evaluated enough. Formal mentoring programs can be linked with talent development in organizations. Once a year organizations should loop back to strategic objectives to see if a link is being made to what the organization is actually doing. If mentoring programs are not evaluated there is no way to tell if the organization is actually achieving the goals of the mission (William J. Rothwell, personal communication, Feb. 11, 2006).

Portner (2001) discusses two compelling reasons to evaluate mentoring programs. The first reason is accountability; this will determine if the program is reaching those who it was intended for in the appropriate way and time. The second reason is for improvement; this will determine what is not working as intended and why. Formal mentoring programs that are properly evaluated and structured to better meet the needs of employees will enhance the overall productivity of the organization (Rothwell & Kazanas, 2003).

#### *Key Terms to Identify*

Mentoring: Shea (2002) defines mentoring as a “fundamental form of human development where one person invests time, energy, and personal know-how assisting the growth and ability of another person”. Sketch (2001) explains that mentoring deals

with organizational or career transitions that are possibility-centered, focusing on options and exploration. Mentoring addresses the individual's identity both in and out of the organization. Mentoring provides powerful benefits to a mentee, the organization, and the mentor (Hadden, 1997).

Mentor: The Merriam-Webster Dictionary defines a mentor as "a trusted counselor or guide". Mentors challenge and help develop mentees to think and do for themselves. Mentors are often more experienced and often higher placed in an organization than a mentee. Many mentors serve as a role model for the mentee and help them to move toward fulfilling their potential (Rothwell & Kazanas). Mentors often gain personal satisfaction as a result of being an effective mentor (Whittaker and Cartwright).

Mentee: can be described as a person who has increased confidence as a result of personal achievement and has new targets for which to aim. A mentee's hidden potential is often highlighted with the help of an effective mentor (Whittaker and Cartwright).

Peer Mentoring: Holebeche (1996) describes peer mentoring as two or more individuals that have a developmental relationship with each other. They exchange information and specific forms of support through occasional or regular meetings and phone calls which go beyond networking. Peer mentors are not necessarily friends of those they mentor, though it may sometimes lead to friendships. The relationship is primarily developmental with a clear purpose of supporting the mentee to achieve their job objectives.

Coaching: According to Sketch (2001) coaching is task-centered and performance oriented. It deals with raising the performance bar and links individual effectiveness to

organizational performance. Coaching focuses on developing and choosing options for modified behavior to increase performance in the workplace. It's relatively shorter-term and focuses on developing specific skills and attitudes in employees (Johnson, 2001). Johnson (2001) also explains that coaching and mentoring are different, but are commonly liked together as the same thing. Coaching is a critical part of mentoring and helps people learn how to do things more effectively. An effective mentor often uses and has well-developed coaching skills (Hadden, 1997).

## Chapter 2

### Literature Review

This study analyzed the effectiveness of the existing CCP that is currently in place in the RH School District, and how it affected new teachers. The goal was to determine whether the CCP was an effective mentoring program for new teachers to the Rush-Henrietta (RH) School District. In order to find whether the mentoring program is supportive for first year teachers without previous teaching experience, it is important to find if the program has produced positive results while fostering the goals for which the program was intended. If the CCP has produced positive results in first year teachers while fostering the previously mentioned goals, the program will be considered effective.

#### *Introduction*

In recent years, school districts across the country have turned to mentoring programs as a solution to find and retain qualified teachers. Data suggest that successful mentoring programs have helped to keep new teachers in their profession, as well as orienting new teachers with their position (Trubowitz & Robins, 2003). This chapter will provide a brief literature review of mentoring, and address the following questions:

1. What is mentoring?
2. What are the components of a successful mentoring program?
3. What are the differences between mentoring, peer mentoring, and coaching?

This chapter will also discuss case studies specific to mentoring programs in various organizations.

#### *What is mentoring?*

The term mentor has origins that date back to ancient Greek mythology from Homer's *Odyssey*. In the story, Odysseus leaves to fight in the Trojan War and entrusts the care of his household to Mentor. Mentor served as a teacher and overseer of Odysseus' son, Telemachus. Eventually, the word mentor became synonymous with trusted advisor, friend, teacher, and wise person (Shea, 2002).

Shea (2002) describes mentoring as, "a fundamental form of human development where one person invests time, energy, and personal know-how assisting the growth and ability of another person". Mentors are helpers and their styles may range from persistent encourager who helps build an employee's self-confidence to that of a taskmaster who teaches a mentee to appreciate superior performance. A mentor relationship can be long-term or short-term, depending on the circumstances, employee needs, or the goals of the organization. Often times, mentoring relationships can lead to great friendships. Mentoring can be done anywhere, and at any time (Shea, 2002), and can be spontaneous or planned (Johnson, 2001).

Mentors help to develop a mentee's job responsibilities (Shea, 2002). It is important, however, to understand that mentoring does not give a mentee the solution to a particular problem, but rather encourages them to solve their own problems and become more independent (Brounstein, 2000). Ultimately, a mentor prepares a mentee for moving to higher levels within an organization (Johnson, 2001).

Mentoring programs are used more commonly today to help increase retention, enhance performance, boost productivity, and encourage multi-tasking (Sketch. 2001).

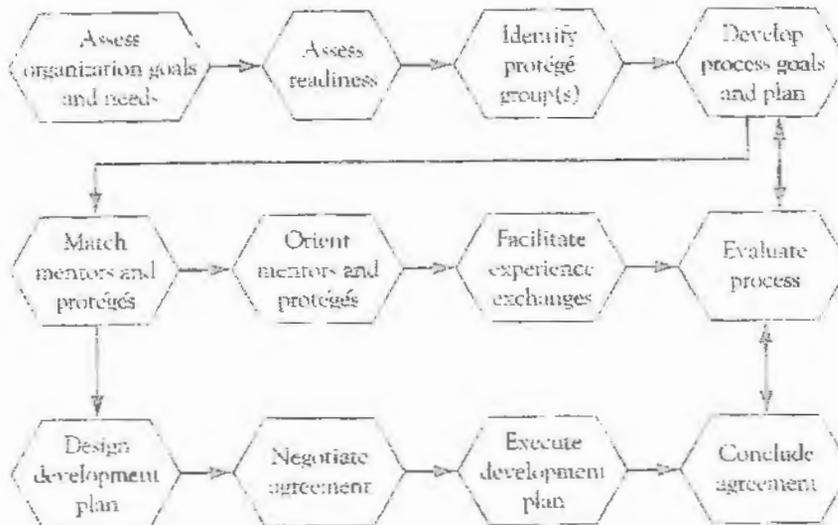
Thus, mentoring programs are not only beneficial to the mentee, but ultimately to the overall organization.

Mentees, mentors, co-workers, and stakeholders of an organization will benefit as a result of an effective mentoring program. Mentoring programs provide continuity from generation to generation, a legacy of culture, purpose, vision, and mission that cannot exist otherwise (Hadden, 1997). Mentoring can also benefit organizations by providing support to other initiatives, leading to improved individual and team performance, and assisting the implementation of change (Whittaker & Cartwright, 2000).

*What are the components of a successful mentoring program?*

Successful mentoring programs begin with careful planning and structure. Quality mentoring programs need structure that includes clear and comprehensive guidelines before the implementation process begins (North, Sherk & Strother, n.d.). A smooth and successful program can be achieved through preventive actions and remedies for anticipated pitfalls (Murray, 2001). The following chart (Figure 1) presents a comprehensive facilitated implementation process organizations for successfully developed mentoring programs:

Figure 1. Facilitated Mentoring Implementation Flow.



Source: Original from MMHA The Managers' Mentors, Inc. 2000, as cited in Murray, M., *Beyond the Myths and Magic of Mentoring*, 2001.

According to Murray (2001), the first step in developing a successful mentoring program is assessing organization goals and needs. Any intervention should start with the end in mind. A vision of where the organization is going should come before strategic planning. HRD practitioners should first determine the following question: *What is our destination and what should it look like?* Assessing organization goals and needs can be carried out with an environmental scan. Organizations can use this process to examine the outside world to discover trends and draw conclusions about what consequences will stem back from those trends and impact an organization (Rothwell & Kazanas, 2003).

After assessing the goals and needs of an organization, the second step is to assess the organization's readiness. This step includes gathering data from the environment the

mentoring program which it is to be implemented within. This can be done with focus group interviews or individual interviews with executives or administration. Results can then be analyzed to identify the degree of organizational commitment and support, as well as alignment with other performance improvement processes can be determined (Murray, 2001).

Before designing and developing a mentoring program, additional steps should be taken in order to avoid problems once the program has been implemented. Organizations should now identify what group of employees the program addresses and who will benefit from being involved in the program. At this stage, mentees and mentors can be identified. An action plan and timeline can then be created as part of developing process goals and plans. This will help to give direction to those coordinating the new program, as well as other participants during implementation (Murray, 2001).

Research suggests that developing a process that properly matches mentors and mentees is especially important in developing a successful mentoring program. There is evidence that shows self-initiated pairings between employees from all levels and divisions work best. Self-initiated pairings increase the success rate of the mentor relationship by helping both mentors and mentees to appreciate and complement each other. Self-initiated pairings also help to better develop the skills that the mentee wishes to develop (Murray, 2001).

Studies have shown that mentoring relationships also work best if they are voluntary and confidential. Voluntary participation and confidential relationships lead to a higher probability that mentors and mentees can work well together, thus creating a

productive relationship that can create a successful mentoring program. One way to facilitate this methoding is to develop simple mentor and mentee biographical sheets for mentors and mentees to complete. Such biographical sheets can possibly include photos, so prospective pairs can learn more about each other's career history and personal data (Linderberger & Zachary, 1999). Biographical sheets can also include key events in one's life, personal values and interests, and professional skills. Whittaker & Cartwright (2000) also explain biographical sheets can include questions such as:

- What skills do you think a mentor should have?
- How do you feel you might benefit from mentoring?
- Why are you interested in mentoring?
- What skills do you have which would help you as a mentor?

There is also evidence to suggest a match most likely to succeed is one where mentor and mentee work in the same area or field, preferably in the same building. Proximity plays an important role in matching, as mentees who work in the same building, as their mentors are likely to have ready access to each other's office or classroom. In teaching, this would apply to mentors and mentees who teach the same level and subject area, preferably in the same school (Portner, 2001). Hung (2003) further explains mentors should have similar educational background and work in the same field as their mentee, or at least work within the same organization. Through this way, the mentor is a credible influence, and empathizes with the mentee, having faced similar experiences and challenges. It is important to note, however, that it is the quality of the relationship that can make or break the effectiveness of the relationship.

It is important to match mentees and mentors appropriately, as their relationship is key to success. Whittaker & Cartwright (2000) believe good matches aren't necessarily a result from similar personality matches, but some kind of common ground usually helps the relationship during its early stages. Mentees are usually matched with a senior colleague, who can pass on their knowledge and experience. It is important that the mentor is not a supervisor to the mentee in any way, because gaining trust is essential in forming good relationships. If the mentor was the supervisor to a mentee it would be difficult for him or her to gain trust because of biased opinions or confidentiality. A mentee may feel his or her supervisor may view them as incompetent in their position for not seeing all of the options available to them, while a mentor who is not supervisor can help the mentee see all of the possibilities to aid in decision making. Basford (2006) further explains, "Mentoring is a confidential situation where the mentor can assist the mentee in seeing all the options available to them to aid decision-making". For mentoring programs to work effectively, the program should include a defined system of matching mentors to mentees that works for the company culture.

Many organizations are able to achieve great success in developing mentoring programs by understanding that mentoring programs evolve and grow. Many successes and failures rely on the ability to build capacity and integrate learning continuously. Lindenberger & Zachary (1999) believe, "with the right vision and plan, your organization can be on its way towards a program that works". Creating a mentoring program that is tailored around the needs and culture of an organization will help to successfully build a new mentoring program before implementation.

Successful programs typically investigate resources and support that are available early when developing successful mentoring programs. As mentioned, mentoring is not a new concept and is a practice commonly used to develop employees. There is considerable information that may serve as resources available to aid in building a mentoring program. Such resources include books, journal articles, training manuals, program models, various studies and research conducted.

Various organizations, such as The National Education Association offer an archive of articles online related to building successful mentoring programs in school districts (National Education Association, 2006). Another organization that supports the educational field is The Mentoring Leadership and Resource Network, whose goal is create a “mentoring initiative” across the United States (The Mentoring Leadership & Resource Network, n.d.). Such organizations offer article archives, member discussions, and events that advocate creating new teacher mentoring programs. Organizations also exist for those outside the education field, such as The Mentoring Group. The Mentoring Group is a non-for-profit organization that provides worldwide mentoring services such as consulting, training, research, evaluation, and publications related to mentoring in organizations (The Mentoring Group, 2004).

Seminars and workshops for practitioners are also widely offered to assist in developing mentoring programs (North, Sherk & Strother, nd). Although resources are key in developing successful mentoring programs, organizations should be cautious about merely copying programs, because any program should fit the organization’s culture and should be closely monitored to determine whether it matches the goals and needs of the

organization. One company, for example, may choose to use an internet-based tool to match mentors with mentees with common interests. This may be an effective tool in the culture of a company where decisions are commonly made for employees, but would not work as effectively in the culture of an organization where employees prefer to make their own decisions. In these situations where employees prefer to make their own decisions, employees may resent the matching process, thus the mentoring program may not be as effective as it could be. In order to avoid such resentment, the company's culture should be taken into consideration in order to gain the support of the organization when planning mentoring programs (Brown, 2004).

It is not possible to operate a successful mentoring program without the support and endorsement of the organization. In order to gain support from administration and employees, it's vital to establish a mentoring culture within the organization. Zachary (2000) explains mentoring will thrive and grow in an organizational culture that values continuous learning. Zachary defines the following signs that indicate a mentoring culture has been created before moving forward:

- Accountability: is taken seriously and all employees accept responsibility
- Mentoring: is aligned with the culture of the organization
- Demand: employees are eager to become mentors and mentees
- Infrastructure: Human and financial resources are in place in meaningful ways
- Common mentoring vocabulary: there is a shared vocabulary and set of assumptions

- Multiple venues: there are opportunities to engage in mentoring and resources that are accessible and up to date
- Rewards: are built into the culture and there is recognition for participation in different forums and formats
- Role modeling: best practices are the norm and mentoring excellence is visible
- Safety net: support is readily available for all
- Training and education: are strategically linked as part of an overall plan to keep mentoring visible through the organization

Once a mentoring culture has been created mentoring programs can benefit an organization in four ways. Specifically, mentoring can: a.) provide support to other initiatives; b.) lead to improved performance in both individuals and teams; c.) assist the implementation of change; d.) lead to reduced employee turnover (Whittaker & Cartwright, 2000).

Clearly, mentoring programs benefit organizations. There is also evidence that shows mentoring programs also beneficial to mentees and mentors. Benefits to the mentees include increased confidence as a result of personal achievement, hidden potential is valued and appreciated, and new targets for which the mentee has to aim. It has been reported that mentoring helps employees acclimate quickly to their organizations (Lindenberger & Sepe, 2006). Possible benefits to the mentor include highlighting their own potential and colleagues see them in a more positive light. Mentors also gain personal satisfaction as a result of being an effective mentor (Whittaker & Cartwright, 2000).

Bartlett (1995) explains that, “the key to successful employee development is communicating the vision and values that make a company strong” (p.48).

Communicating the purpose, vision, and goals to all invested will increase support for the program to be developed. Rothwell (2006) further illustrates this crucial point by explaining human resource strategy should always be aligned with business strategy. Therefore, a learning strategy such as implementing a new mentoring program should support business strategy and should be communicated to all invested.

There are several skills and attributes necessary to fulfill in order to be an effective mentor. These skills and qualities include (Murray, 2001):

- Strong interpersonal skills: a person who talks and listens
- Organizational knowledge: a person with an extensive network of resources
- Supervisory skills: a person who has successfully managed groups of people or chaired committees and task forces
- Technical competence: a person who has the skills the mentee needs and skills in at least one other technical or professional area
- Power and charisma: person who is sought for opinions
- Status and prestige: person who is respected
- Willingness to be responsible for someone else’s growth: person who initiates coaching contacts with others
- Ability to share credit: person who demonstrates there is sufficient credit and recognition for all to share

- Patience and risk taking: person who has the patience and courage to let a mentee risk and fail, while always offering support

In addition to the competencies Murray lists, Rowley (1999) believes mentors must be: a.) committed to their role as mentor, b.) accepting of new employees, c.) skilled at providing support, and d.) have effective interpersonal skills. Furthermore, mentors should be a model of a continuous learner and should communicate hope and optimism. A mentor does not need to possess all of these characteristics in order to be effective in their role. However, mentors who fall short in one or several areas should work to strengthen those characteristics (Mentee and Mentor Characteristics, n.d.). Mentors can improve any of these areas through formal or informal training.

### *Training*

Training should be provided to all participants in mentoring programs. Both mentors and mentees should have a clear understanding of their role and expectations (Messmer, 2002). It is necessary to develop clear learning outcomes early on in the relationship, as it will have a direct effect on ultimate success (Lindenberger & Zachary, 1999). During training the difference between supervision and guidance should be clearly defined, as mentors should encourage mentees to develop their own solutions, rather than mentors giving solutions to mentees. Before the mentoring process begins, mentors and mentees should establish goals and determine how frequent they will meet to avoid any misunderstandings (Messmer, 2002).

Training should also be provided on building trust, communicating, and defining roles and responsibilities (Lindenberger & Zachary, 1999). Whittaker and Cartwright

(2000) outline the areas that should be included in training mentors and mentees that include:

- The role of a mentor
- Details of a mentoring program scheme
- Developing mentoring skills with time for structured practice
- Building confidence through practiced skills and feedback

As with many things in life, mentoring programs need to be constantly monitored and nourished (Whittaker & Cartwright, 2000). Mentoring programs should be evaluated regularly in the same way organizational processes need to be reviewed if they are to remain effective. Evaluation, and follow-up change based on the evaluations, ensures that the developmental needs of both mentors and mentees will continue to be met.

#### *Evaluating mentoring programs*

Evaluating mentoring programs should include reviewing key objectives and outcomes that were set before the launch of a program (Whittaker & Cartwright, 2000). In order to find if these objectives and outcomes were met there has to be a systematic and regular review of the mentoring program. To do this, an organization must examine the overall design of the program and how it benefits the mentor, mentee, and the organization. An evaluation can be carried out by measuring against an effective mentoring model through the use of questionnaires, interviews, or workshops that involve all parties involved. A combination of all could be used in determining the program's effectiveness. However the evaluation is carried out, it is important to monitor and evaluate mentoring programs on a regular basis to determine the effectiveness.

One of the benefits of regularly monitoring and evaluating mentoring programs is that the evaluation will provide an organization with results that can be used to highlight the successes of the program. This can be especially useful for pilot programs that for which funding can be validated upon. By broadcasting the successes of the program through evaluation, the program can gain validity and support. Broadcasting the successes can be done through various ways, which include articles in staff newsletters written by participants, inviting participants to share experiences at events or workshops, or encouraging mentees to become mentors (Whittaker & Cartwright, 2000).

A second benefit of evaluation is learning where the program might be improved. In order to find where the program might be improved, it is important to look back regularly and review what, why, and how things happens. This is necessary in order to recognize and acknowledge a program's success or failure. In speaking of the long-term benefits of mentoring, if the program is to remain effective, mentoring programs must be continuously reviewed and revised in order to identify where room for improvement exists. With proper planning and evaluation, mentoring programs can be an integral tool for employee development in organizations. With regular monitoring and evaluation, organizations can learn where room for improvement exists, and make the necessary adjustments at the right time and place, in order for the mentoring program to be the most effective it can be (Whittaker & Cartwright, 2000).

*What are the differences between mentoring, peer mentoring, and coaching?*

The words mentoring, peer mentoring, and coaching are often used interchangeably in the workplace. These words are often strung together, almost as if

they are inseparable or synonymous (Hadden, 1997). There is a lively debate among practitioners as to what the difference *really* is, which adds to the confusion of meanings (Garvey, 2004).

There will always be some overlap in the characteristics of mentoring, peer mentoring, and coaching. For example, coaching is a part of mentoring, and both coaches and mentors should have and use skills in both areas. Coaching is a discussion between two people aimed at exerting a positive influence. As mentioned in Chapter 1, an effective mentor should have well-developed coaching skills. However, coaching is more related to improving performance than in mentoring, and thus coaching helps people to learn how to do things more efficiently. On the other hand, a mentoring relationship is more of a role model based relationship (Hadden, 1997), and is only indirectly related to improving performance.

Coaching is used in organizations where the primary focus is change while the primary focus in mentoring is career (Lindenberger & Sepe, 2006). Mentoring usually involves a senior colleague who can pass on knowledge and experience gained from the same organization. Bashford (2006) explains that, “this is where mentoring differs from coaching, which is not usually based on direct experience of the client’s role and can be more easily done by people from outside the business” (pg.24). Lindenberger and Sepe (2006) further explain that a coach is usually hired from outside of an organization while a mentor is usually selected from within. Additionally, a selected mentor is based on fit while a coach is selected based on knowledge and skills required by the person who needs development (Lindenberger & Sepe, 2006).

Garvey (2004) explains that mentoring and coaching are viewed as “helping” behaviors that are associated with both coaching and mentoring, depending on the context. He discusses that there is no universal definition of the three terms in the human resource field, but there is much evidence that one-on-one helping activities play a key role in any learning and development strategy.

*What is peer mentoring?*

Holbeche (1996) describes peer mentoring as two or more people that have a development relationship with each other that may involve meetings, phone calls, exchanges of information and support which go beyond networking. Peer mentoring is a relationship with a clear function of supporting those involved to achieve their goals and objectives.

Peer mentoring, like most mentoring programs, is usually intended to lead to greater productivity and efficiency, as well as maximizing the mentee’s potential and support. Peer mentoring can include aspects of mentoring and coaching. Peer mentoring often involves mentors using listening skills and clarifying behaviors to enable mentees to develop their own solutions to problems. The benefits of peer mentoring are similar to that of mentoring programs which include gaining access to support and information in order to become more productive and can lead to a better understanding of collaboration within the organization. It can also lead to a healthy willingness to take risks and challenges, and have a listening ear to gain suggestions and advice from experienced employees. Peer mentoring can also improve overall confidence and help eliminate the sense of isolation that new employees often experience (Holbeche, 1996).

Garvey (2004) believes, “whatever setting the terminology is used, there needs to be a clear understanding of meaning within that setting”. It becomes increasingly harder to know if we are engaging in the same activities, and how effective it is.

#### *Mentoring in Public School Districts*

Mentoring programs have been introduced in public schools around the country in attempts to improve teacher performance, and most importantly, retention. Researchers agree that with climbing student enrollment in schools, new laws requiring small class sizes, and impending retirements, that districts in the United States will need to attract qualified teachers to address teacher shortages (Portner, 2001). Many new teachers who are hired to compensate for this shortage are not given the support they need, are often overwhelmed by heavy workloads. In addition, new teachers are often assigned to the most challenging classrooms, are asked to teach multiple subjects, and are assigned responsibility for overseeing extracurricular activities. Studies show that these issues combined with low salaries are all contributing to the high turnover rate in new teachers. One way public school districts are addressing this dilemma is by developing and implementing peer mentoring programs for new teachers in public school districts (Scherer, 2003).

The Rush-Henrietta School District has developed and implemented the Collegial Coaching Program, which is a peer mentoring program for new teachers to the school district. This is a peer mentoring program because it is aligned with Holbeche’s (1996) description of peer mentoring programs, which include:

- the program's intention to lead new teachers to greater productivity and efficiency, as well as maximizing the new teacher's potential and support
- aspects of both mentoring and coaching
- mentors using listening skills and clarifying behaviors to enable new teachers in developing their own solutions to problems
- common goals and characteristics between peer mentoring and the CCP

The program was developed by the Rush-Henrietta School District Teacher Center in 1999 and promotes the teacher center mission to “foster the professional and intellectual development of Rush-Henrietta’s teachers, staff, and community in support of the district’s strategic plan, goals and priorities” (Rush-Henrietta School District, n.d.). The program matches up new teachers (mentees) to the district without prior teaching experience with experienced teachers (mentors), who have tenure and permanent certification for one year. The overall goal of the CCP is to build beginning teachers’ autonomous ability to: 1.) prioritize challenging aspects of their teaching experience; 2.) consider alternative approaches; 3.) identify and analyze problem situations; and 4.) consider alternative solutions that can be implemented (The Rush-Henrietta Coaching Guide, 2005).

The Rush-Henrietta Teacher Center currently uses questionnaires as an evaluation tool to determine the effectiveness of the CCP. Although the Teacher Center conducts the evaluation with questionnaires, other measures need to be taken as part of evaluating the overall scheme of the program, and how it benefits the mentor, mentee, and organization. Organizations must have some kind of evaluation process for tracking and

analyzing results in order to know if the organization is meeting the goals for which the mentoring program was designed. In addition to determining if the program was effective for all participants, the continuation of a mentoring programs may rely on evaluating. Evaluating can help justify continuation of mentoring program during lean times in organizations. If evaluations prove the program was effective, then there is a better chance the program will thrive in the organization (Whittaker & Cartwright, 2000). This study examined the CCP program at RH School District and how it positively affected new teachers to the RH School District. I accomplished this evaluation by conducting and analyzing interviews with the Teacher Center Director, as well as mentors and mentees who participated in the CCP at the RH School District.

## Chapter 3

### Project Design

#### *Study Design*

This chapter will present the methodology used to collect data to determine the effectiveness of the CCP in the RH School District. This study was completed in January through July of 2007. Interviews with new teachers and mentors who participated in the CCP were conducted as part of this study. In addition, the Teacher Center Director completed a pre-interview questionnaire and she was also interviewed as part of this study. This chapter will further discuss participants, methodology, procedure, and the analysis plan used in this study.

#### *Participants*

To gather the qualitative data, I conducted 7 interviews. Three participants were selected from 28 new teachers (mentees) who have been assigned a mentor for the 2005-2006 school year (See Appendix C for questions). Three additional participants were selected from 28 teachers who have acted as mentors to new teachers in the Collegial Coaching Program (See Appendix D for questions), all of whom were employed by the RH School District with Permanent New York State Teacher Certification. The seventh interview was held with the Teacher Center Director (See Appendix E for questions). The Teacher Center Director also completed a pre-interview questionnaire to provide information about the program design (see Appendix F for questions). All participants other than the Teacher Center Director were randomly chosen from a list provided by the Teacher Center Director of the RH School District.

*Measurement Tool*

Interview questions were designed specifically for this project to assess the goals and overall aim of the CCP (see appendices C, D, and E). The CCP is effective if it is successfully building beginning teachers' autonomous ability to: 1.) prioritize challenging aspects of their teaching experience; 2; consider alternative approaches; 3.) identify and analyze problem situations; and 4.) consider alternative solutions that can be implemented (The Rush-Henrietta Coaching Guide, 2005). If the CCP has produced positive results in first-year teachers while fostering the above mentioned goals, the program is effective.

*Procedure*

Both mentee and mentor participant interviews were conducted in May and June of 2007 and were held after school hours in various schools throughout the district. Interviews with mentees and mentors were held in each teacher's individual classroom, and were completed in forty five minutes. All interview questions were open ended questions about participant experiences in the CCP.

The interview with the Teacher Center Director was held in my classroom at Winslow Elementary School in the school district and was completed in forty five minutes. The Teacher Center Director completed her pre-interview questionnaire one week before the interview and e-mailed her responses to me. All interview questions were open ended questions about the development and structure of the CCP.

*Analysis Plan*

This study utilized qualitative analysis to determine the effectiveness of the CCP, and how it positively affects new teachers to the RH School District. Participant responses were matched with the goals of the CCP to determine if the overall effectiveness of the program. If the CCP has produced positive results in first year teachers while fostering the above mentioned goals, the program is effective.

## Chapter 4

### Results

#### *Introduction*

This section summarizes the qualitative data collected from the study of the existing CCP at the RH School District. The results are derived from interviews with mentors, mentees, and the Teacher Center Director. The data from the interviews have been categorized into key themes. Each key theme is followed by a summary of evidence from participant responses. The final section of this chapter will identify the three best and worst characteristics of the CCP.

#### *Key Themes*

Lindenberger and Zachary (1999) tell us that research suggests developing a process that matches mentors and mentees is especially important in developing a successful mentoring program. When mentees were asked how mentors have positively and negatively affected their experiences the reaction was generally positive. However, all mentees who participated in this study felt there should be a matching process to pair mentors with mentees for the CCP.

From the results of the interviews, two out of three mentee participants stated that although they were not negatively affected by their mentor, they felt as if they could have been better matched with their mentor. Evidence cited in the mentee interviews included approachability and personality. One mentee participant explained, "I often felt as if I was bothering my mentor and I didn't feel they were someone I could go to when I was frustrated". Another mentee participant cited personality differences in her experiences in

the CCP and said she felt more like a student teacher again, rather than a colleague. The majority of the mentees interviewed stated they would have benefited from a better match with another mentor in the CCP.

Training was a key theme mentioned by both mentors and mentees that could be modified or improved to clarify expectations on both ends. Flexibility in mentee's decision making was cited as an area by mentees that was unclear. The majority of mentees responded that they were not often given the flexibility in making their own decisions in important areas of their teaching. Mentees often felt as if they were not allowed to make their own decisions and felt that training would clarify expectations. One mentee believed "information or training for both mentors and mentees would have been helpful to clarify expectations and roles of mentors and mentees". In addition, participating mentors had a different idea as to what mentoring really is and were not following the same steps when guiding teachers. Two out of three mentors interviewed said they frequently told mentees how to solve a particular problem, rather than using aspects of mentoring and coaching to encourage reflection and problem solving skills. Both mentee and mentor responses reflected that training would better clarify the expectations and roles for the CCP.

### *Three Best Characteristics*

Participant responses identified the following characteristics as the three best components of the CCP: 1.) most mentors possess the qualities of effective mentors; 2.) The CCP has been effective in helping new teachers to prioritize the challenging aspects

of their teaching experiences; 3.) The CCP has been effective in helping to assimilate new teachers into the culture of the school, district, and community.

The majority of mentors who participated in this study were identified as mentors who have positively affected mentees. Many mentees mentioned specific characteristics that their mentor possessed such as: strong interpersonal skills, organizational knowledge, patience, and risk-taking. One mentee stated, “My mentor was helpful by always being there for me to run an idea by her when I wasn’t sure if it would work”, in illustrating strong interpersonal skills and risk-taking skills. Another mentor also described by their mentee as, “someone who helped me through challenging time by being a good listener and offering helpful advice”. Most mentees believed their mentors have helped them to prioritize challenging aspects of their teaching experiences by their use of questioning techniques. An example given by a mentee stated, “My mentor didn’t always give me the answer, but forced me to critically think about the possible solutions to a situation. She would often ask how a particular idea went in class, or how my students reacted to my changed behavior”. All mentees stated their mentors have helped them to assimilate into the culture of the school, district, and community. Two mentees stated their mentor was particularly helpful in the beginning of the school year by specifically explaining district expectations. For example, one mentor stated, “At the beginning of the school year, I gave my mentee a tour of our building and introduced them to as many people as possible to make them feel more comfortable”. Another participant stated, “My mentor’s personality and approachability helped me to overcome feelings of isolation and become part of the district and school community”. As illustrated in the results of this study,

mentors were said to be especially helpful in making mentees feel more comfortable in their new position at the beginning of the school year.

*Areas for further development*

Participant responses identified the following characteristics as the three most suited for improvement of the CCP: 1. a matching process that pairs mentees with mentors should be implemented as part of the CCP, 2. training should be held for both mentees and mentors, 3. Mentors should be provided for all new teachers, not just a subset.

Two out of three mentees stated that a matching system that pairs mentors with mentees would help to improve the CCP. One teacher said it was sometimes hard for their mentor to relate to their problem situation because of the lack of experience in a particular subject area and/or grade level. She stated, “Although my mentor was very helpful, because they have not taught my particular grade level in quite some time, I felt they did not experience all of the same challenges I was facing”. Both mentors and mentees that participated in this study said they were unclear what their role and expectations were in the program. One stated that their experience was quite different from other mentees that had participated in the program due to the little training provided. Two out of three mentees stated that all new teachers should be provided with a mentor. For example, he stated, “I can’t imagine getting through my first year without the help of my mentor. She has helped me in many areas college doesn’t teach you about. All new teachers to the school district should be provided a mentor”. The New York State Department of Education requires only those without previous teaching

## Chapter 5

### Recommendations

Based on the results of the interviews and teacher center questionnaire, the CCP is an effective mentoring program for new teachers to the RH School District. As discussed in Chapters 2 and 4, the CCP has produced positive results in first-year teachers if they have fostered the previously mentioned goals that include: 1.) prioritizing challenging aspects of their teaching experience; 2.) considering alternative approaches; 3.) identifying and analyzing problem situations; and 4.) considering alternative solutions that can be implemented (The Rush-Henrietta Coaching Guide, 2005). However, there is room for improvement in areas such as matching mentors with mentees, training mentors and mentees, and evaluation. Although the CCP was found to be an effective for first-year teachers, the program will likely benefit by further developing these areas for improvement.

#### *Effectiveness of the CCP*

Based on the results of the study, the CCP is effective in building new teachers' autonomous ability to prioritize the most challenging aspects of their teaching experiences, which is a component of the overall aim of the CCP. All mentees interviewed stated their mentors were effective in this area, and all mentors felt they have successfully helped mentees to prioritize challenges. Research supports the importance of helping new teachers to prioritize challenging aspects of their teaching experiences, as Gordon & Maxey (2000) state, "In the teaching profession, beginners often start out with more responsibilities than veteran teachers and are expected to perform all of their duties

with the same expertise as experienced professionals” (p.2). Furthermore, new teachers are often given assignments that are the least interesting, most difficult courses to teach (Kurtz, 1983), along with larger classes, more difficult students, and more duties than experienced teachers (Romatowski, Dorminey, & Voorhees, 1989). Other challenges beginning teachers encounter include:

- Instructional needs: long range planning, preparing unit and lessons, organizing learning activities, teaching methods, individualized instruction, assessing, and reporting student progress
- System needs: Gaining knowledge about school district policies and procedures, becoming acquainted with the school and district community
- Resource needs: Receiving advice on resources and materials, obtaining materials and supplies
- Emotional needs: overcoming feelings of isolation, interacting with colleagues, preparing for teacher evaluations
- Managerial needs: receiving additional techniques on classroom management
- Other needs: that include communication and relating to parents, motivating and disciplining students (The Rush-Henrietta Coaching Guide, 2005).

These challenges combined with the many needs of beginning teachers often result in the ultimate effect of negative beginning teaching experiences: beginning teachers who leave the profession (Gordon & Maxey, 2000). The results of this study

show that participating mentors of the CCP have been effective in helping to build new teachers' ability to prioritize the most challenging aspects of their teaching experiences, thus improving new teacher performance in the RH School District.

Gordon & Maxey (2000) believe that, "many of the difficulties beginners often encounter are environmental in nature; they are grounded in the culture of the teaching profession and the conditions of the school as a workplace. Based on the results of this study, we can also determine that the CCP is effective in assimilating new teachers into the culture of the school, district, and community. Results show that this area is a clear strength of the CCP. All mentees stated that their coaches were effective in helping them to become acclimated in the culture of the school district. Additionally, all mentors believed they have been effective in this area. This suggests that new teachers who participated in this study as mentees felt a sense of belonging which in turn helped them to be a more effective teacher.

### *Recommendations*

*Matching process to pair mentors and mentees.* Clearly an area of focus for future developmental opportunities for the CCP in the RH School District is matching mentors with mentees. Currently in the CCP, tenured experienced teachers apply to participate as a mentor by writing an essay and submitting references from colleagues and supervisors. The Teacher Center Director then chooses mentors based on applicant qualifications and content area, if applicable; grade level, building, and location of classroom are taken into consideration when available. There is research that suggests the RH School District can

improve the matching process and the overall effectiveness of the CCP by developing a matching process.

Huffman and Leak (1986) conducted a study that found 93 percent of beginning teachers indicated that mentors should teach the same subject area or grade as the mentee they are matched with. However, the same teachers indicated that they would prefer to be matched with more competent mentors who did not teach the same subject area or grade to mentors who were less competent. Gordon & Maxey (2000) suggest that the most desirable match may be one with similar personality and educational philosophy. Thus, mentors and mentees should be provided with some form of informal interaction opportunities before matches are made, and that preferences should be considered.

While the school district does not currently mandate mentor participation in the CCP, a new matching process as the budget allows can help to improve the effectiveness of the CCP. Although it is mandated for all New York State teachers right out of college to have a mentor, it was noted during interviews that not all new teachers (with or without experience) are assigned a mentor. Funding has played a role in not supporting those who have teaching experience, but are new to the RH School District. Additionally, new teachers, with or without experience, are not always assigned a mentor in the same subject area, grade, or building.

I recommend that the Teacher Center of the RH School District develops and implements a matching system for mentors and mentees that participated in the CCP. Prior to the start of new teacher orientation, I recommended that the Teacher Center distributes mentor and mentee biographical sheets to all that are participating in the

program. The Teacher Center Director can then determine potential and appropriate matches for mentors and mentees by reviewing completed biographical sheets.

After potential matches have been determined by the Teacher Center, I recommend the RH School District would further benefit by having all mentors and mentees meet together prior to new teacher orientation with potential matches determined by the Teacher Center Director. Mentors and mentees can then be given the opportunity to meet and discuss goals with potential matches, and can then request a mentor or mentee if so desired. Upon review, the Teacher Center can have the ultimate decision in appropriately matching mentors with mentees before new teacher orientation begins.

While it would be ideal to assign all new teachers, with or without experience, mentors with a good match, the Teacher Center of the RH School District faces problems such as funding and recruiting mentors. Developing and implementing a matching system will help improve the effectiveness of the CCP for at least those who are interested in mentoring, and for those whom the budget allows. This may serve as a starting point if funding and mentor recruitment does not allow for matches for all instances.

If positive matches are made, mentor relationships will likely improve over time, therefore increasing the effectiveness of the CCP. In turn, the overall effectiveness of beginning teachers would increase, as well as the effectiveness of the overall RH School District. Considering these results, there is a high likelihood that requests for funding may be granted if the CCP is producing positive results through these means. If funding were granted, this would allow the school to implement a new system for selecting and matching mentors, thus improving the effectiveness of the CCP and increasing the

effectiveness of beginning teachers. In the grand scheme of things, this would imply an overall improvement in performance and retention for beginning teachers in the RH School District.

*Training for mentors and mentees.* Another area that would benefit from further development is developing a training program for mentors and another for mentees. Several mentors' and mentees' responses stated that roles and responsibilities were unclear. This has possibly prevented the CCP from being as effective as it might be.

Currently the Teacher Center conducts one day of training for mentors in August before school begins. During the interviews conducted, the Teacher Center Director stated that new teachers participating in the CCP as mentees do not participate in the training because they must participate in new teacher orientation at the same time. She also stated that not only is timing problematic, but because new teachers have so much on their mind with starting in their new position. Additionally, the Teacher Center Director stated that she meets with each mentees individually to discuss the CCP.

I recommend that longer training sessions for mentors be offered to clarify the roles and responsibilities of both mentors and mentees. Additionally, at least one day of training during new teacher orientation should be devoted to the CCP for both mentors and mentees to attend. This would avoid any confusion as to what roles and responsibilities mentors and mentees are to hold, and would avoid future problems in the CCP. Not only could this serve as a way to introduce and explain the CCP to new teachers, but it could serve as part of the matching process that was previously recommended.

The CCP would benefit from the training suggested by Lindenberger & Zachary (1999) discussed in Chapter 2, should include such as: building trust, communicating, and defining roles and responsibilities. The CCP would also benefit from the ideas of Whittaker and Cartwright (2000) also discussed in Chapter 2, which explain that training should include:

- The role of a mentor
- Details of a mentoring program scheme
- Developing mentoring skills with time for structured practice
- Building confidence through practiced skills and feedback

Participant responses suggest that a more thorough evaluation of the CCP will improve the CCP. The Teacher Center currently evaluates the CCP by having mentors and mentees complete a questionnaire at the end of the school year. By implementing an evaluation that has a process for tracking and analyzing results, such as what was successful and what improvements are necessary, in order to determine if the CCP is meeting the goals for which the program was designed. Although the questions asked as part of the evaluation are helpful in determining if participants are following through with roles and responsibilities, it does not specifically address the goals for which the mentoring program was designed (Whittaker & Cartwright, 2000).

As noted in Chapter 2, Lindenberger & Zachary (1999) supports the importance of developing clear learning outcomes early on in the relationship, as it will have a direct effect on ultimate success. The CCP will become more effective from incorporating longer training sessions for mentors and by including mentees in training. As previously

mentioned, Rothwell (2006) human resource strategy (such as training) should always be aligned with business strategy. Therefore, a learning strategy such as training in mentoring programs should support business strategy and should be communicated to all invested. Using this idea, it is recommended that the Teacher Center conducts training that includes explaining and clarifying the vision, goals, roles, and responsibilities for both mentors and mentees in order to align training with the overall aim of CCP.

*Evaluation.* The final area for future improvement lies in evaluation. Currently the Teacher Center Director distributes questionnaires at the end of the school year to mentors and mentees that have participated in the program. The questionnaires are submitted to the Teacher Center Director, who then analyzes the data and makes adjustments for future improvement. She also bases her evaluation on observations she makes during the school year and from meeting with mentors and mentees with whom she sees periodically throughout the school year. Retention rates are also factored in the CCP evaluation at the end of each school year.

It is recommended that a formal ongoing evaluation system be implemented and used each year. As previously mentioned, Rothwell (2006) believes that many organizations who have mentoring programs in place are not evaluated enough. The Teacher Center will improve the CCP's effectiveness by evaluating more frequently. This can be held quarterly, bi-quarterly, or even by school semester.

Although the current Teacher Center questionnaires serve as a helpful resource in evaluating, future evaluation should specifically address the goals for which the mentoring program was designed (Whittaker & Cartwright, 2000). As mentioned in the

literature review, a strong evaluation will examine at the overall design of the program as well as how it benefits the mentor, mentee, and the organization. The Teacher Center may consider revising their evaluation plan and incorporating various ways of measuring how the CCP the overall design of the mentoring program benefits the organization. This can be done through the use of interviews or workshops that involve mentors, mentees, and stakeholders to the CCP and the organization, in order to determine effectiveness of the CCP. As noted in the literature review, if mentoring programs are not evaluated there is no way to tell if the organization is actually achieving the goals of the mission (William J. Rothwell, personal communication, Feb. 11, 2006). The CCP and RH School District would benefit by looping back to strategic objectives to see if a link is being made to what the CCP is actually doing.

### *Limitations*

As with any research, there are strengths and limitations in the design of this project. The information gathered through participant interviews remained anonymous allowing people to be as open and honest as possible. Although it allowed participants to retain their confidentiality, only 7 interviews were held due to the short-term nature of this study. Results could have been improved by interviewing more mentors, mentees, and possibly stakeholders to the school district over a longer period of time.

Although the interview questions in this study generated both positive feedback and suggestions for improvement, a better list of interview questions may have even yielded more comprehensive results. For example, one additional question could have

asked for information about the specific qualities mentors possessed, and how mentors used these traits in practice.

### *Overall Conclusion*

This project sought to analyze the effectiveness of the CCP in the RH School District. The goal was to determine whether the Collegial Coaching Program was an effective mentoring program for new teachers to the RH School District. The CCP of the RH School District is an effective mentoring program for new teachers to the school district based on participant responses to interview questions designed specifically for this project to assess the goals and overall aim of the CCP.

The CCP has proven to be effective in successfully building beginning teachers' autonomous ability in each of the following areas: 1. prioritize challenging aspects of their teaching experience, 2. consider alternative approaches, 3. identify and analyze problem situations, and 4. consider alternative solutions that can be implemented (The Rush-Henrietta Coaching Guide, 2005). The CCP has produced positive results in first year teachers while fostering the aforementioned mentioned goals, therefore the program is effective.

Even though the CCP is an effective mentoring program for new teachers, there are also areas for improvement, such as in the area of matching mentors with mentees, training mentors and mentees, and evaluation of the CCP. For these reasons it is necessary to evaluate mentoring programs and measure if goals are being met. Proper and continuous evaluation will lead to future improvements in these areas, which will in turn improve the overall effectiveness of the CCP.

Mentoring relationships can have a profound and deep impact in schools, but also many other non-profit, governmental, and/or for-profit organizations. These relationships challenge people to think about what they might become. Murray (2001) explains that mentoring programs must “grow and change with the priorities and the people needs in the organization”. Mentoring is an effective tool and process for managing both self-development and understanding the process of change (Whittaker & Cartwright, 2000). It is important to be able to become positive about managing change and self-development. With the right vision and plan any organization can grow and benefit from the time spent implementing and evaluating well-designed mentoring programs.

Appendix A

Lauren Rubin  
48 Falstaff Rd.  
Rochester, NY 14609  
Jan. 17, 2006

Rush-Henrietta School District  
649 Erie Station Rd.  
Henrietta, NY 14586  
Rochester, NY

Dear Participant:

My name is Lauren Rubin and I am an Instrumental Music Teacher in the Rush-Henrietta School District. I am currently completing my Masters Degree at St. John Fisher College. As part of my successful completion of my degree, I am conducting a study on the effectiveness of the CCP that is currently in place in Rush-Henrietta School District.

Included in my study are interviews with participants of the CCP during the 2005-2006 school year. The interview has been designed to assist in determining the effectiveness of the CCP currently in place at the Rush-Henrietta School District, and how it positively affects new teachers.

You have been chosen at random to be a participant in the following study of addressing the CCP offered at the Rush-Henrietta School District. You are being asked to participate in a interview with myself in December.

Please keep in mind that all of the responses will be kept confidential. The identification number on the top of your questionnaire will be used strictly for the purpose of comparing initial responses to the responses at the end of the training. The individual responses will never be revealed to anyone within the Rush-Henrietta School District. Your results will used for the sole purpose of determining the effectiveness of the CCP for the Rush-Henrietta School District.

Your participation implies consent and is greatly appreciated by the researcher and the organization. Your responses will be of great assistance in determining the impact of training.

Thank you,



Lauren Rubin

Appendix B

**Consent Form**

**Effectiveness of Mentoring -- 590 GHRD  
St. John Fisher College**

*Study of the Effectiveness of the CCP  
at the Rush-Henrietta School District*

1. **What is the aim of the study?** The aim of the study is to determine if the mentoring provided through the CCP is effective for new teachers in the school district, and to find how it positively affects them.
2. **How was I chosen?** Your name was chosen through random sampling.
3. **What will be involved in participating?** One 45 minute one on one interview in Dec. with the interviewer.
4. **Who will know what I say?** Your name will be kept confidential, but you responses will be shared with other employees at the Rush-Henrietta School District, as well as the students and friends who attend colloquium at St. John Fisher College at the completion of the Masters Program.
5. **What are my rights as a respondent?** You have the right at any time to decline participating in the focus groups. It is also within your right to indicate to the facilitator any portion of the focus that you do not want to be shared with other people at the Rush-Henrietta School District or the students and friends who attend colloquium at St. John Fisher College.
6. **If I want more information, whom can I contact about the study?** For further information you may contact Lauren Rubin at LRubin@rhnet.org.

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Lauren Rubin – Interviewer

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Respondent, date

Appendix C (Created specifically for this project)

**CCP EVALUATION**  
**Rush-Henrietta School District**

**Qualitative Evaluation: New Teacher Interviews**

**Grade Level/Subject Area:** \_\_\_\_\_

1. How has your mentor been helpful during the CCP?

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2. Do you feel that the mentor you were assigned has positively affected you as a new teacher? Why or why not? Please give specific examples.

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3. Do you feel that the mentor you were assigned has negatively affected you as a new teacher? Why or why not? Please give specific examples.

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4. What are the three best characteristics about the CCP?

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The three worst characteristics?

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5. Do you feel that the CCP has helped you to prioritize the challenging aspects of your teaching experience? Why or why not? Please illustrate with specific examples.

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6. Do you feel that the CCP has helped you to consider alternative approaches in your teaching experience? Why or why not? Please illustrate with specific examples.

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7. Do you feel that the CCP has helped you to identify and analyze the information about a particular problem? Why or why not? Please illustrate with specific examples.

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8. Do you feel that the CCP has helped you to consider alternative solutions that can be implemented? Why or why not? Please illustrate with specific examples.

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9. Do you feel that the CCP has helped to assimilate you into the culture of school, district, and community? Please illustrate with specific examples.

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10. Do you feel that the CCP has increased collegiality among new teachers and experienced colleagues? Please illustrate with specific examples.

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11. Do you have any comments or suggestions that you would like to share with the Teacher Center that you believe would help improve the CCP?

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12. Do you have any questions you would like to ask, or feedback you would like to offer to:

A. The Rush-Henrietta School district

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B. The Teacher Center

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Appendix D (Created specifically for this project)

**CCP EVALUATION**  
**Rush-Henrietta School District**

**Qualitative Evaluation: Collegial Coach Interviews**

**Grade Level/Subject Area:** \_\_\_\_\_

1. How have you been helpful as a mentor during the CCP?

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2. Do you feel that you have positively affected the mentee you were assigned to as a mentor? Why or why not? Please give specific examples.

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3. Are there any areas you would have liked to improve upon during your participation with the CCP? If so, please give specific examples.

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4. What are the three best characteristics about the CCP?

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The three worst characteristics?

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5. As a mentor, how have you helped your mentee to prioritize the challenging aspects of their teaching experience? Please illustrate with specific examples.

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6. As a mentor, how have you helped your mentee to consider alternative approaches in their teaching experience? Please illustrate with specific examples.

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7. As a mentor, how have you helped your mentee to identify and analyze the information about a particular problem? Please illustrate with specific examples.

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8. As a mentor, how have you helped your mentee to consider alternative solutions that can be implemented? Please illustrate with specific examples.

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9. Do you feel that the CCP helps to assimilate beginning teachers into the culture of school, district, and community? Why or why not? Please illustrate with specific examples.

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10. Do you feel that the CCP increases collegiality among beginning teachers and experienced colleagues? Why or why not? Please illustrate with specific examples.

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11. Do you have any comments or suggestions that you would like to share with the Teacher Center that you believe would help improve the CCP?

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12. Do you have any questions you would like to ask, or feedback you would like to offer to:

A. The Rush-Henrietta School District

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B. The Teacher Center

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Appendix E (Created specifically for this project)

**CCP EVALUATION  
Rush-Henrietta School District**

**Qualitative Evaluation: Teacher Center Director Interview**

1. What is your definition of a Collegial Coach?

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2. How did the CCP develop? Please describe the reasons for developing the program.

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3. How do you match Collegial Coaches with beginning teachers? Please describe your selection and matching process for both coaches and beginning teachers.

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4. Please describe the training or any preparation the district provides for Collegial Coaches.

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5. How do you measure progress and/or success of this program?

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6. What are some strengths of your program that seem to work well?

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7. What are some challenges that the CCP has experienced?

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Appendix F (adapted from Portner, 2001)

**CCP EVALUATION  
Rush-Henrietta School District**

**Teacher Center Director Pre-Interview Questionnaire**

**Participant Role: Teacher Center Director**

**Please answer the following questions:**

1. Number of new hires who are first-year teachers: \_\_\_\_\_
2. Number of new hired who are experienced teachers: \_\_\_\_\_
3. Total number of new teachers: \_\_\_\_\_
4. Number of first-year teachers assigned a mentor teacher: \_\_\_\_\_
5. Number of newly hired experienced teachers assigned a mentor teacher: \_\_\_\_\_ %
6. Percentage of new hires assigned mentor teachers: \_\_\_\_\_ %
7. Number of trained mentors: \_\_\_\_\_
8. Number of untrained mentors: \_\_\_\_\_
9. Average number of "formal" meetings in a typical month between mentor and mentee:  
\_\_\_\_\_
10. Average number of hours in a typical month spent in both formal and in-formal meetings between mentor and mentee: \_\_\_\_\_
11. Amount budgeted for the mentoring program: \$ \_\_\_\_\_
- Other: \_\_\_\_\_
12. Do you have the data available to answer all the above questions? \_\_\_\_\_  
If not, why not? \_\_\_\_\_
13. If all newly hired teachers are not assigned mentors, why not? \_\_\_\_\_  
\_\_\_\_\_
14. Are experienced teachers who are new to your district mentored differently from beginning teachers? \_\_\_\_\_
15. If some mentors are untrained, why? \_\_\_\_\_  
\_\_\_\_\_

16. Are there more, less, or the exact number of trained mentors available to meet the needs? \_\_\_\_\_

17. Is there a large disparity among mentor-mentee pairs in terms of the amount of time spent in mentoring? \_\_\_\_\_

18. Has the money budgeted for mentoring been realistic in terms of people, time, services, and materials actually needed? \_\_\_\_\_

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