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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

NTMP Program Evaluation: Wisdom From The Field



Dr. Shawna Faber



Evaluation Overview:

Participant oriented

- Goals include:
 - Program improvement
 - Understanding benefits/drawbacks
 - Building successful mentorship models



Participants:

- Mentors
- Mentees
- Peer Collaborators
- PMRT (Provincial Mentoring Resource Team)
- District Advisory Committee Members

Data Collection:

Commenced 2012/13 and includes:

- Surveys
- Focus Groups
- Interviews





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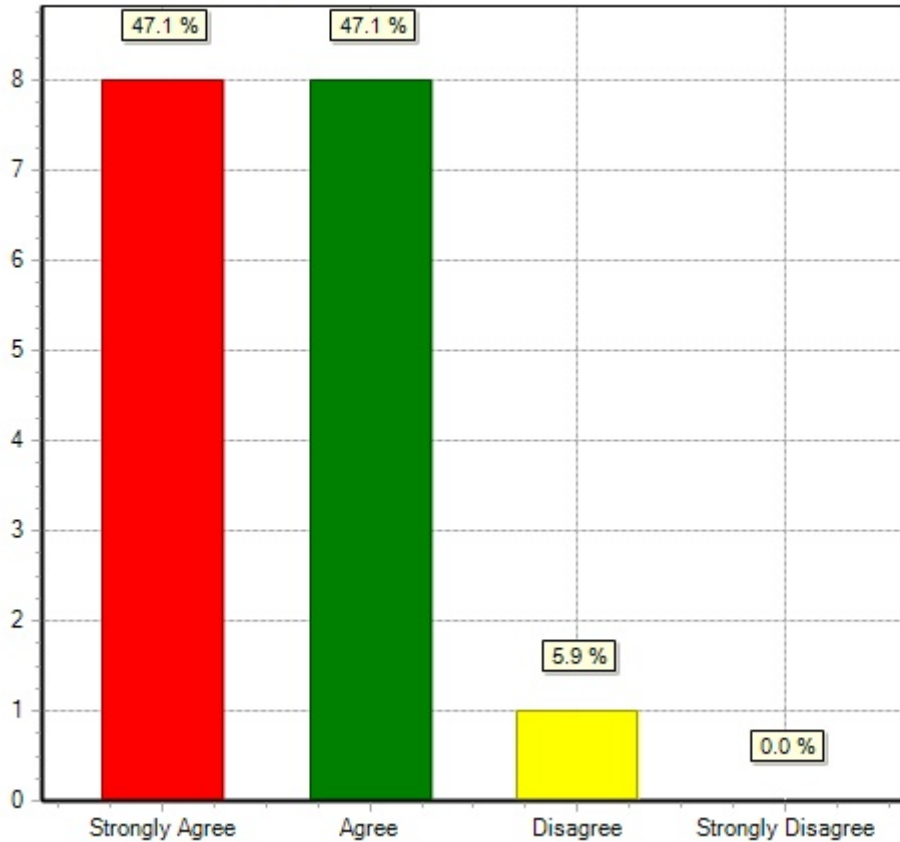
Wisdom from the Field: Summary of Results

Match between Mentor and Mentee—2012/13

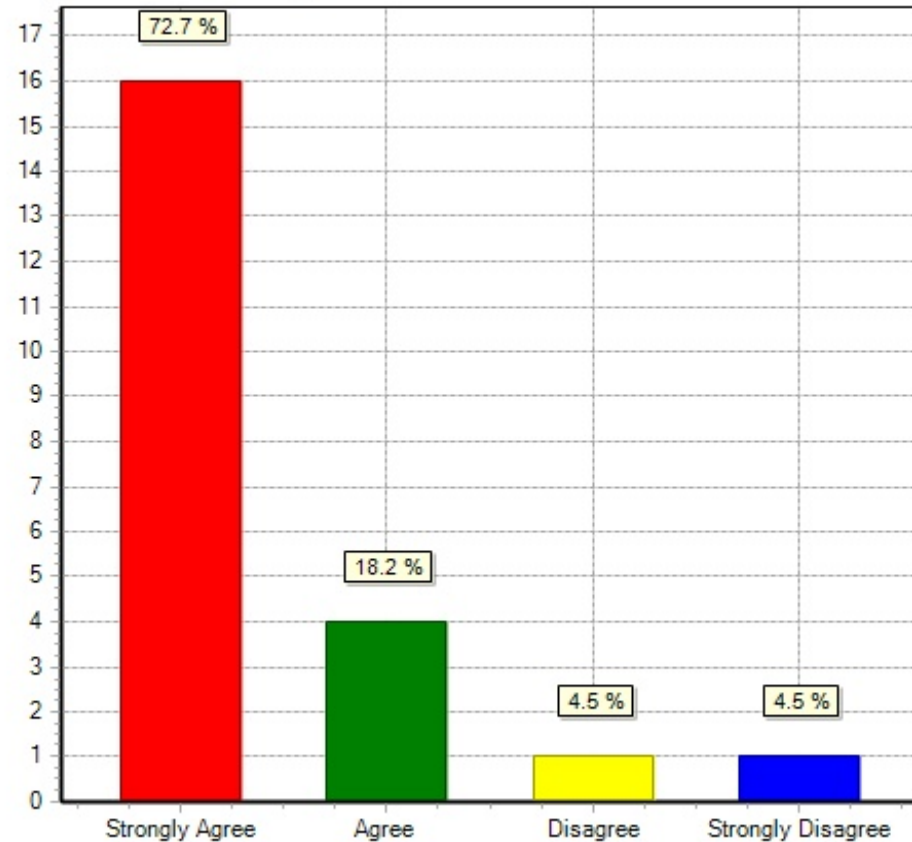
Mentee = 94% Strongly Agreed or Agreed

Mentor = 91% Strongly Agreed or Agreed

My Mentor and I were a good match.



My Mentee and I were a good match.



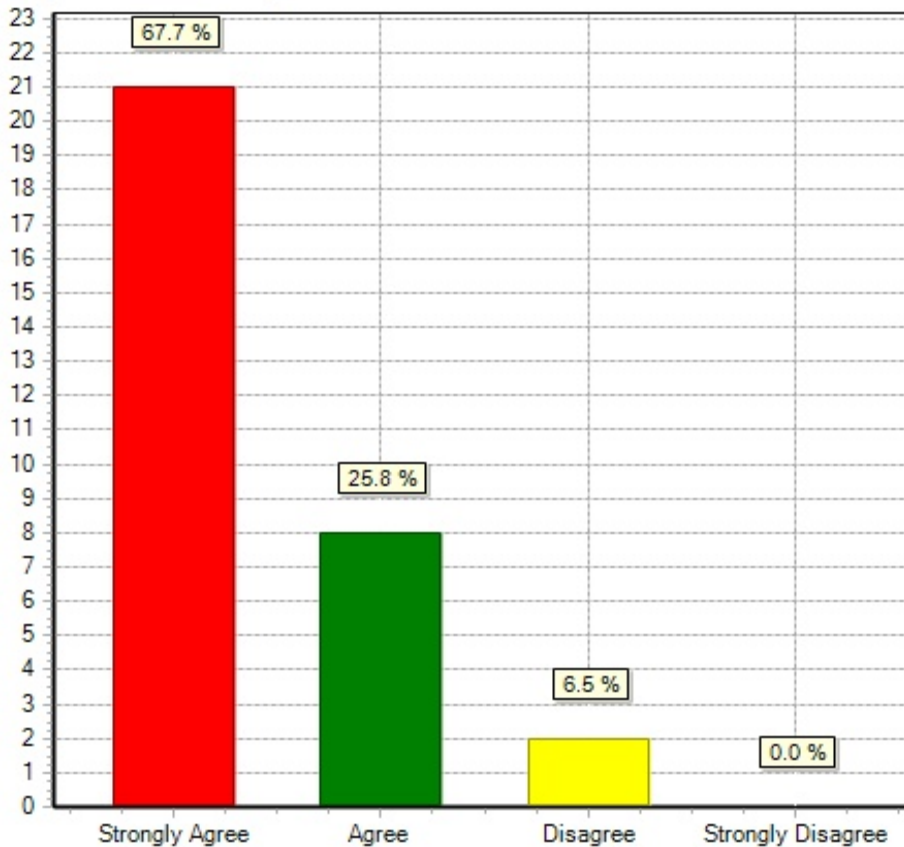
* All future slides will indicate “Agreed” to denote both Strongly Agreed and Agreed

Match between Mentor and Mentee—2013/14

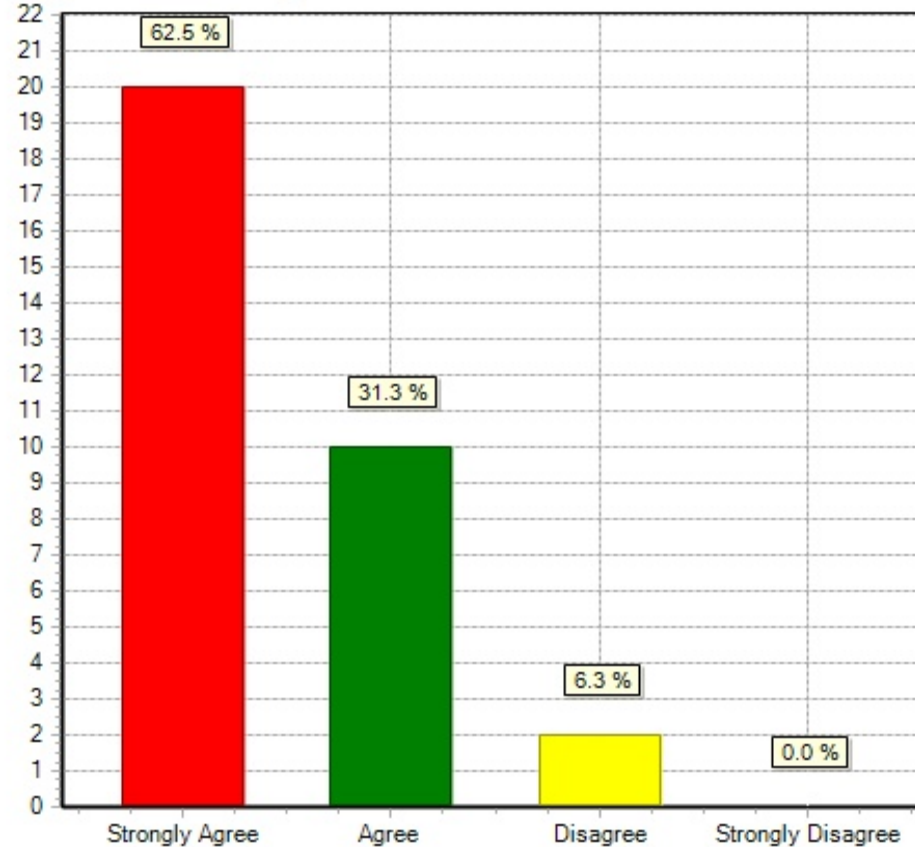
Mentee = 94%

Mentor = 94%

My Mentor and I are a good match.

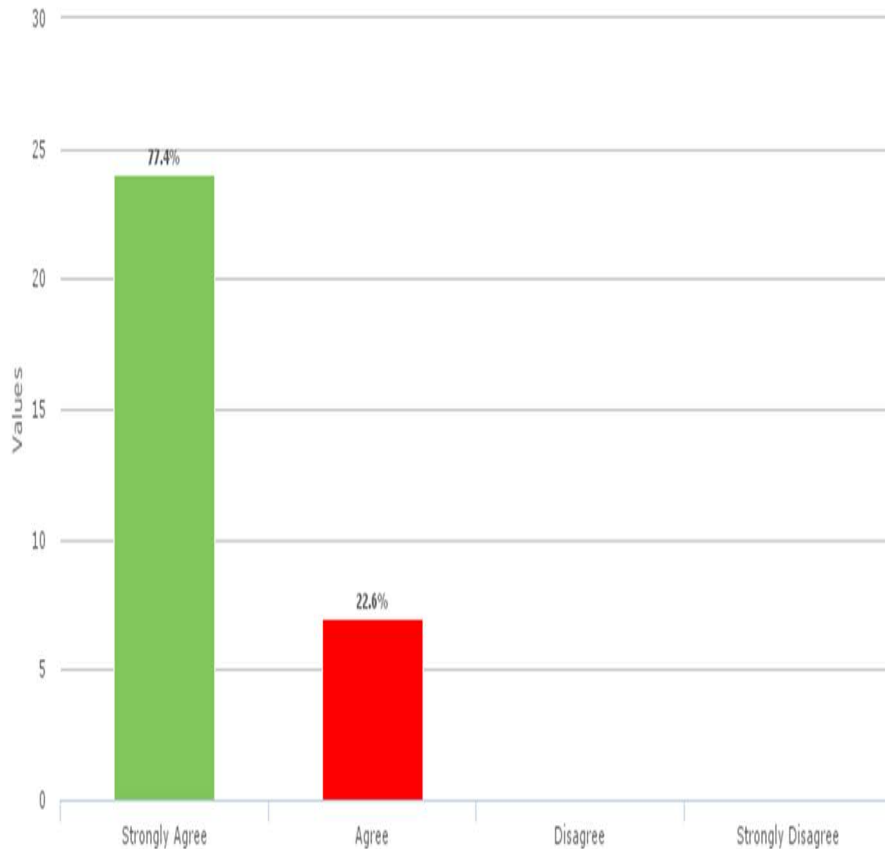


My Mentee and I are a good match.

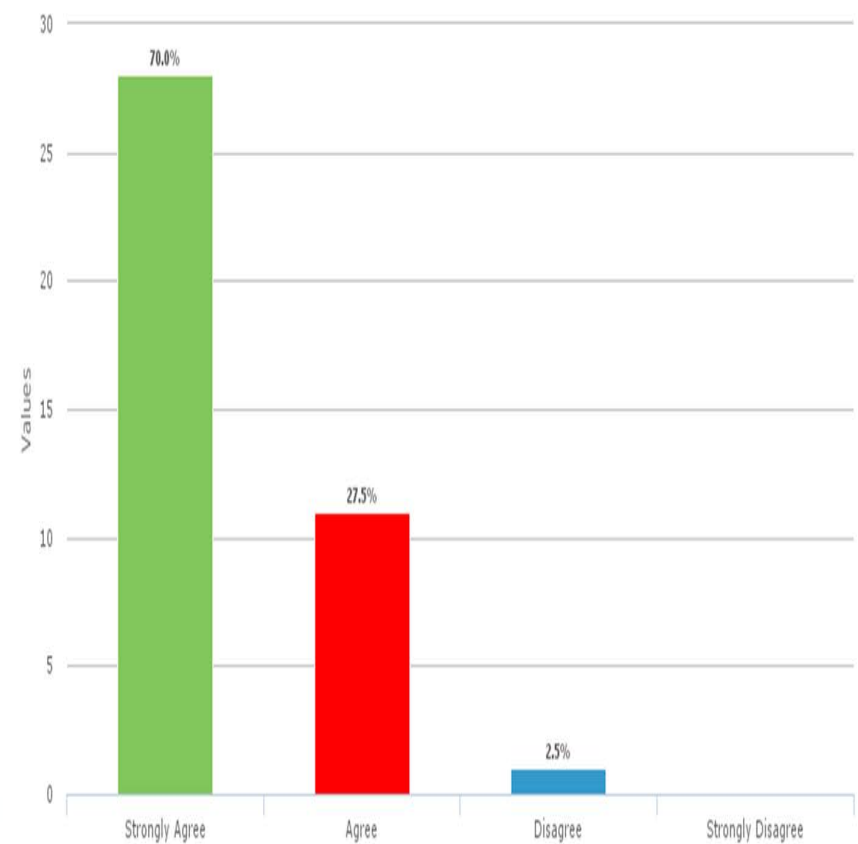


Match between Mentor and Mentee—2014/15

Mentee = 100%

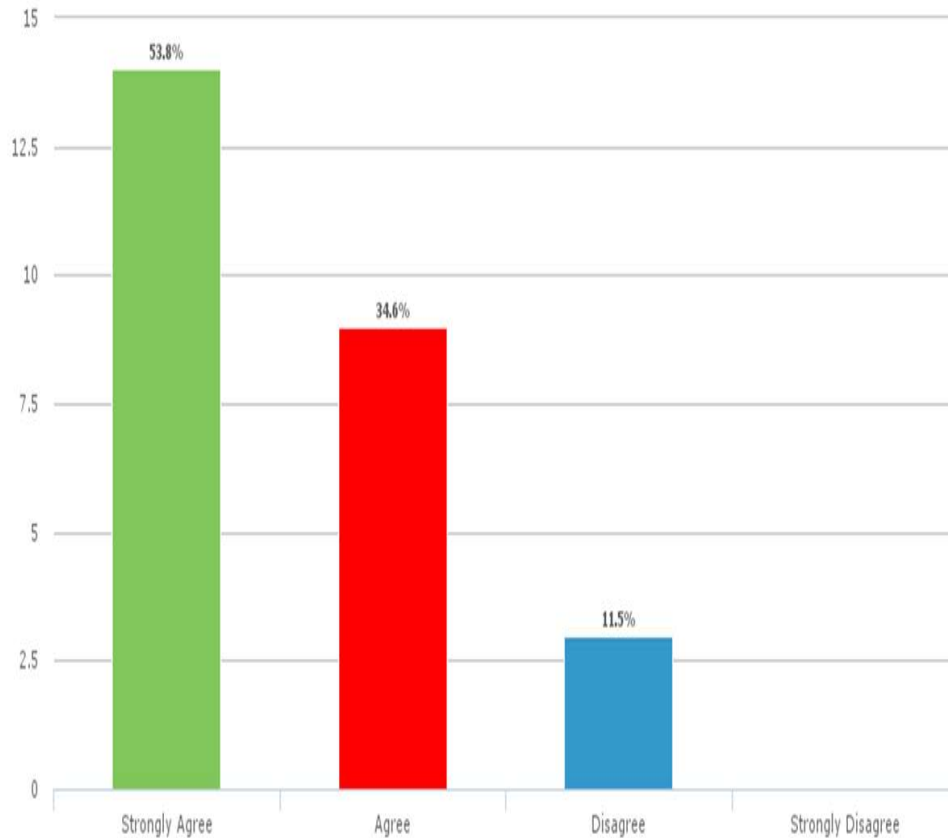


Mentor = 98%

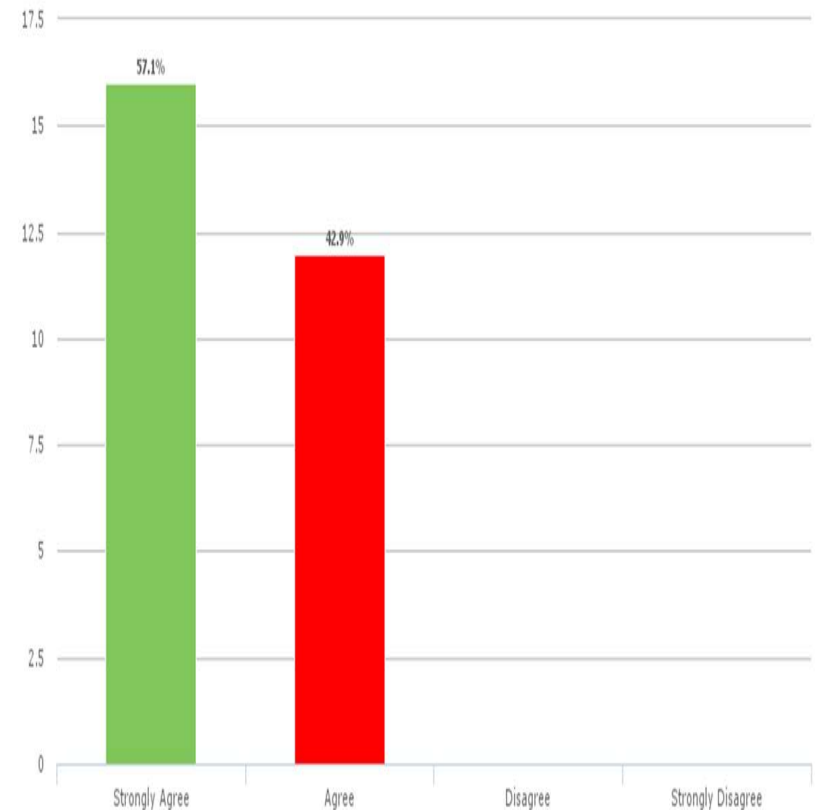


Match between Mentor and Mentee—2015/16

Mentee = 88%



Mentor = 100%





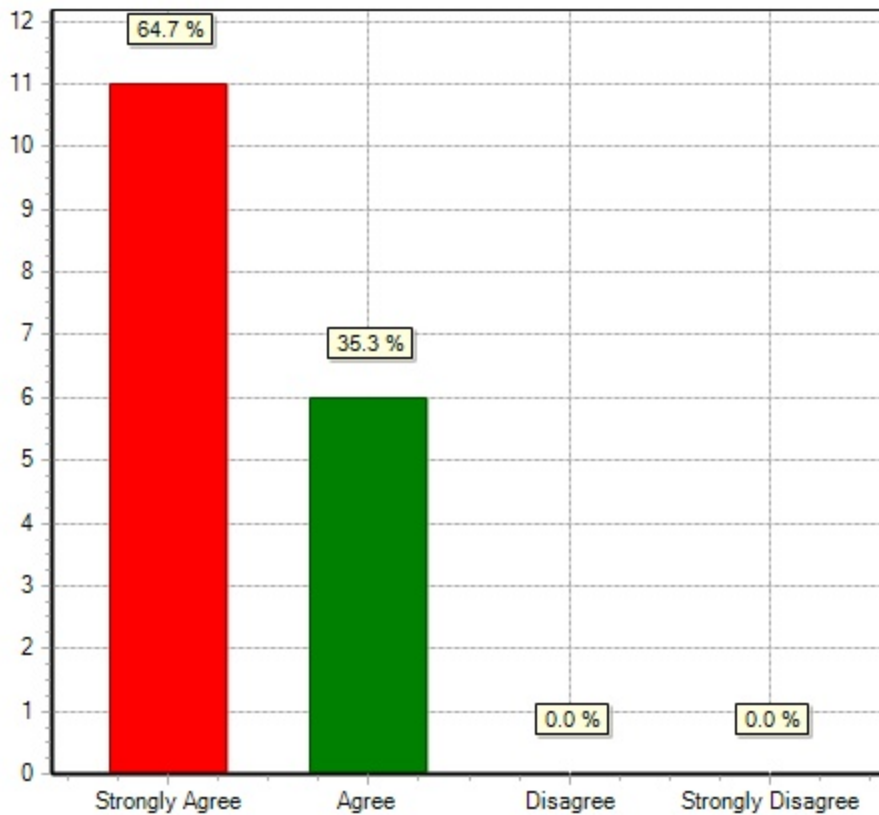
Lessons:

- Set-up pairings as soon as possible
- Steering committee check-ins needed
- Making changing easy
- Make sure to have social (get to know each other) time

Valuable Experience 2012/13

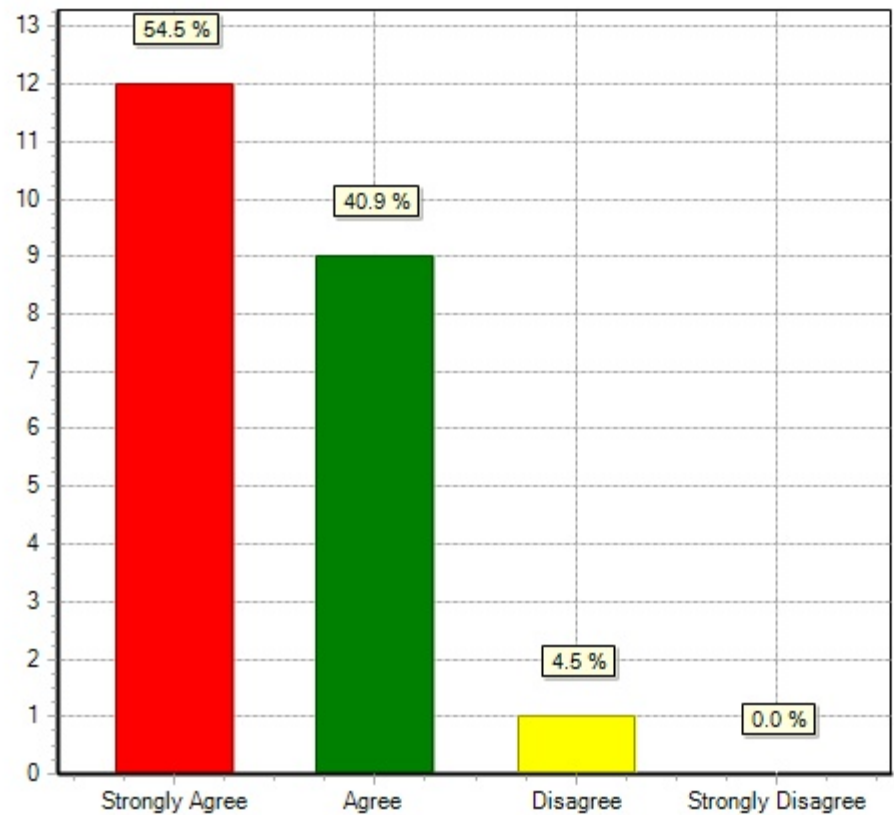
Mentee = 100%

I believe it was a valuable experience for me to participate in this program.



Mentor = 95%

I believe it was a valuable experience for me to participate in this program.

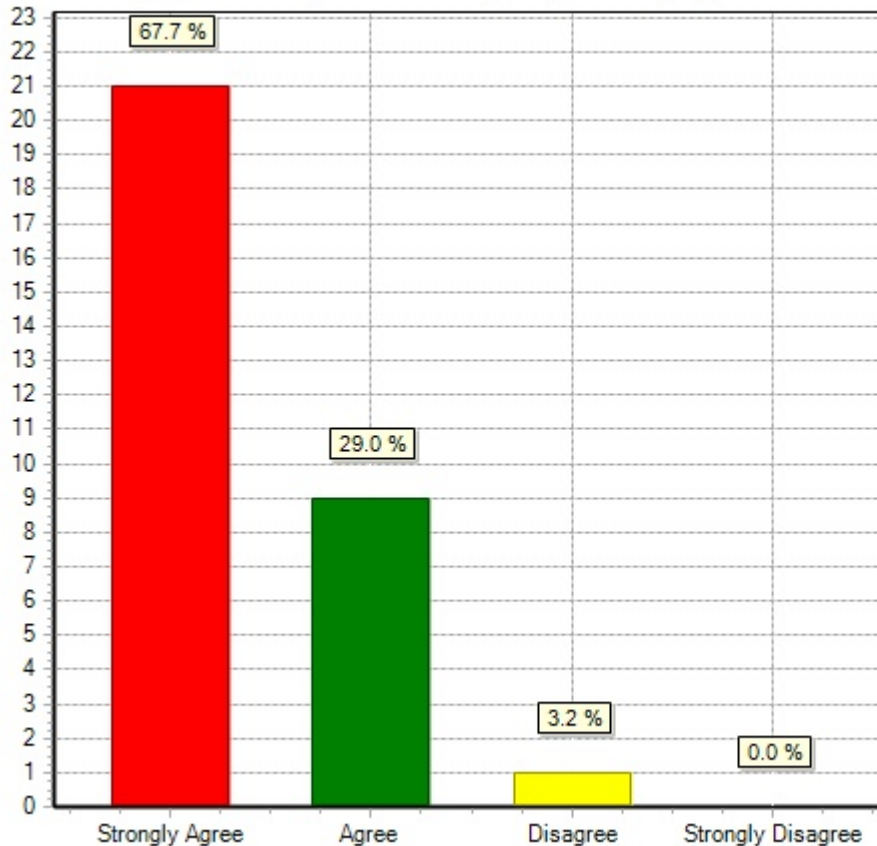


Valuable Experience 2013/14

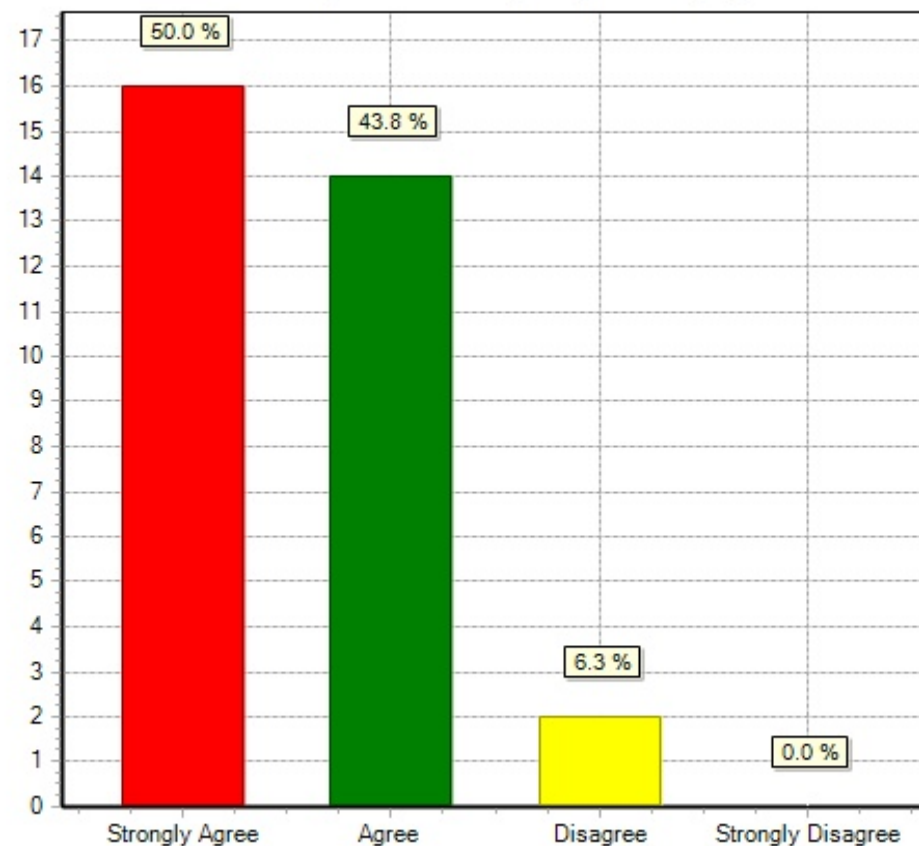
Mentee = 97%

Mentor = 94%

I believe it is a valuable experience for me to participate in this program.

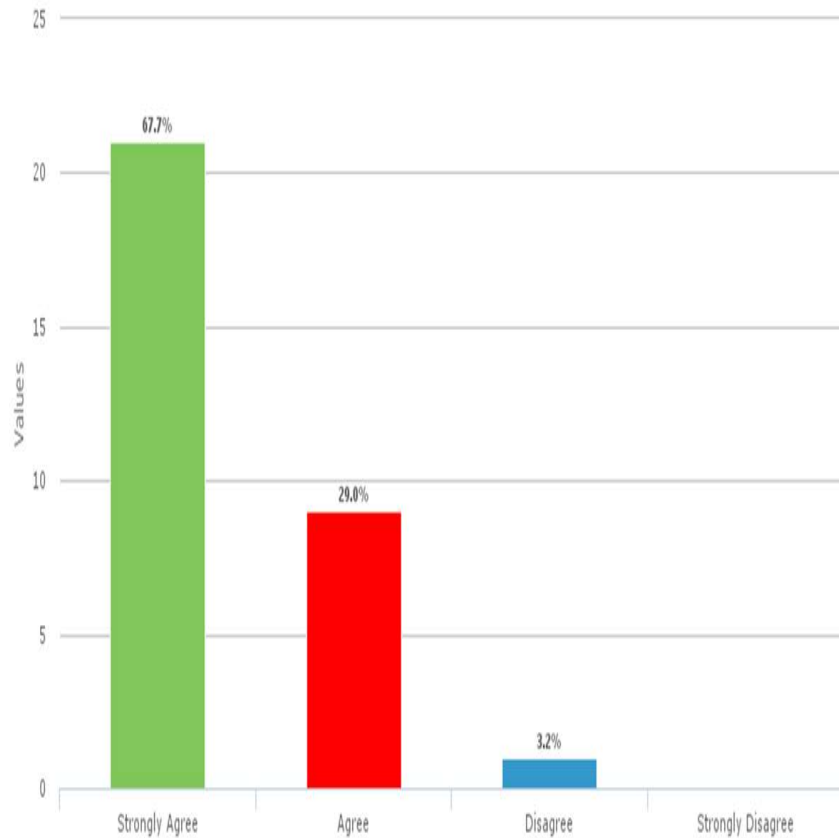


I believe it is a valuable experience for me to participate in this program.

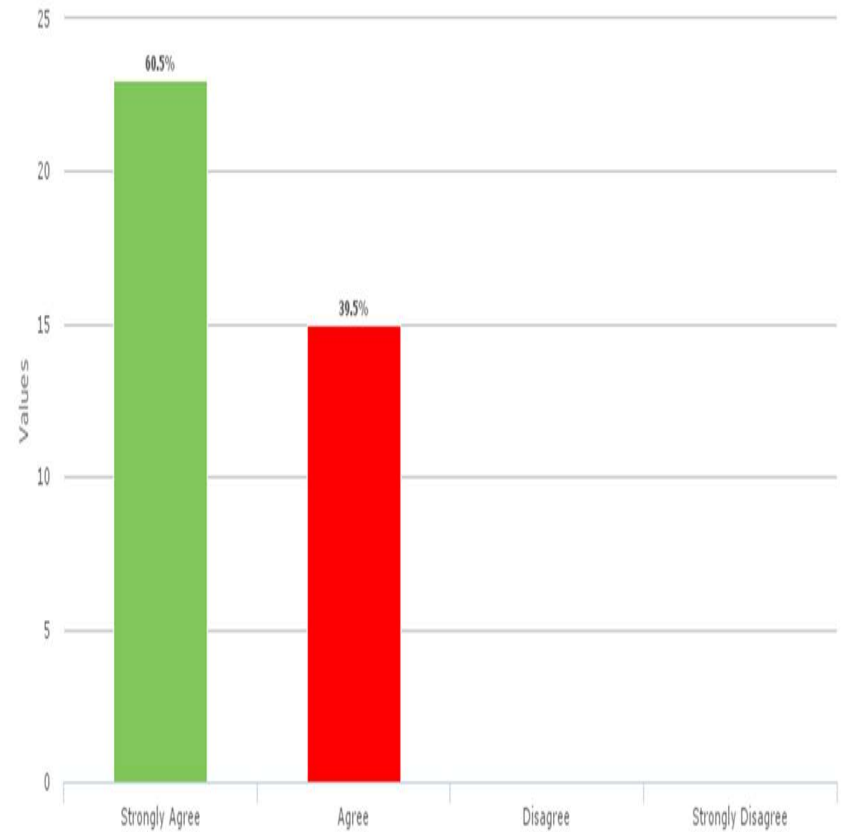


Valuable Experience 2014/15

Mentee = 97%

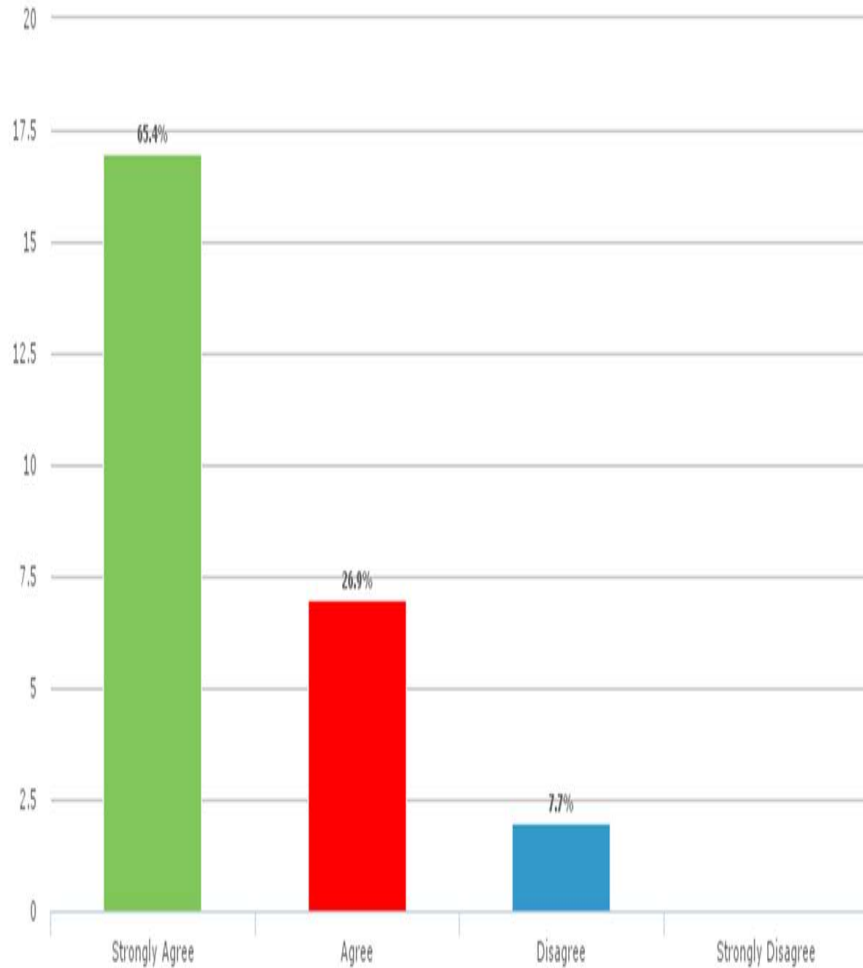


Mentor = 100%

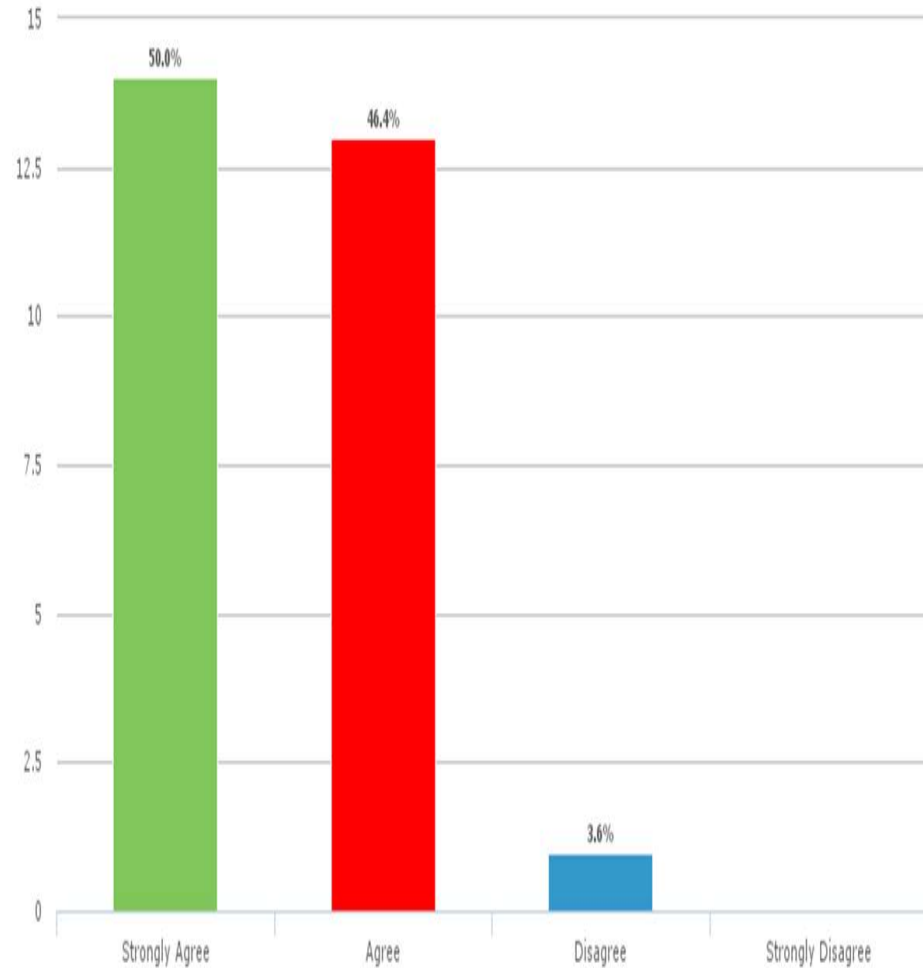


Valuable Experience 2015/16

Mentee = 92%



Mentor = 96%





Lessons:

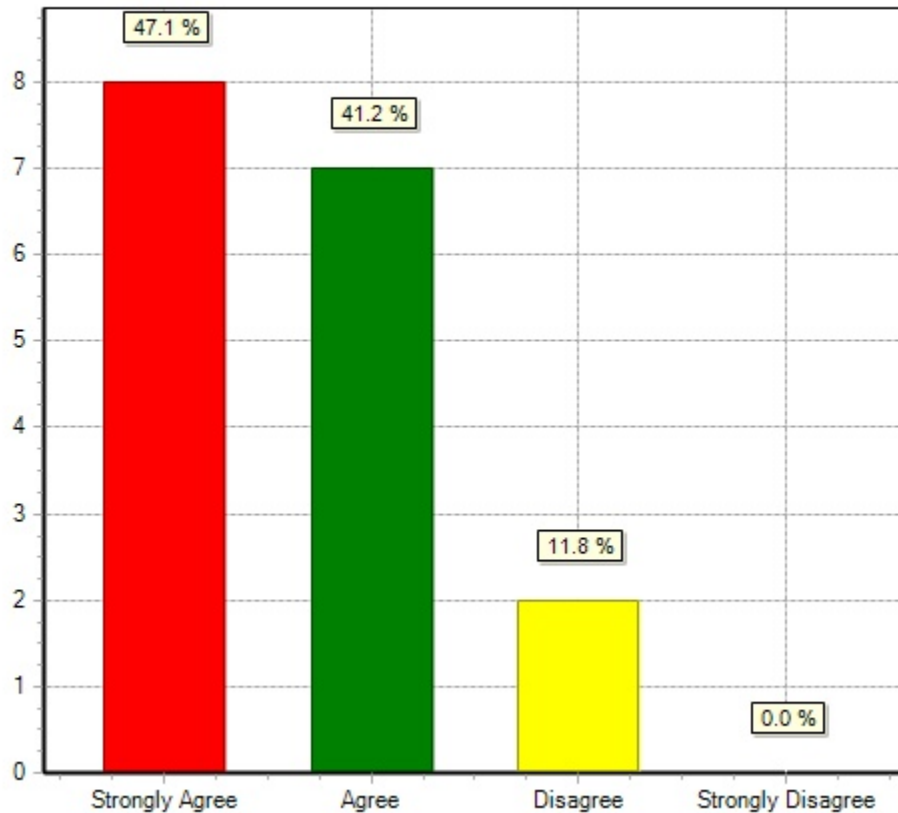
- Release time is key!
- Flexibility (within constraints)
- Checking-in time (for Steering Committee and participants)

Mentee Classroom Improvement 2012/13

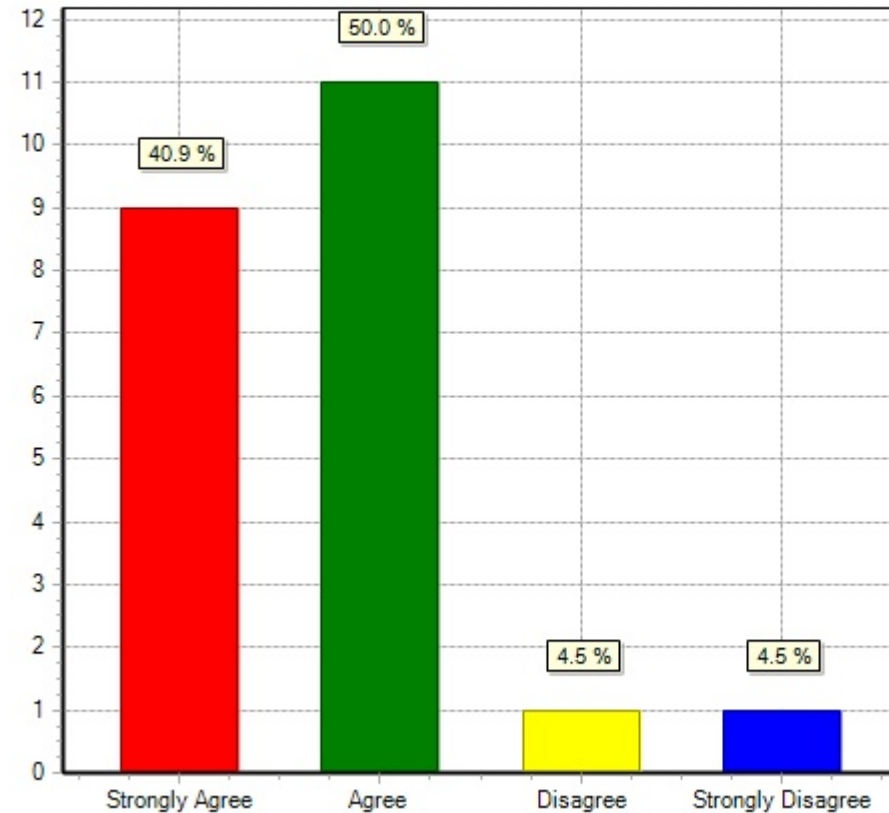
Mentee = 88%

Mentor = 91%

I believe that my classroom practice improved because of the work I did with my Mentor.



I believe that I was able to help my Mentee improve his/her classroom practice.



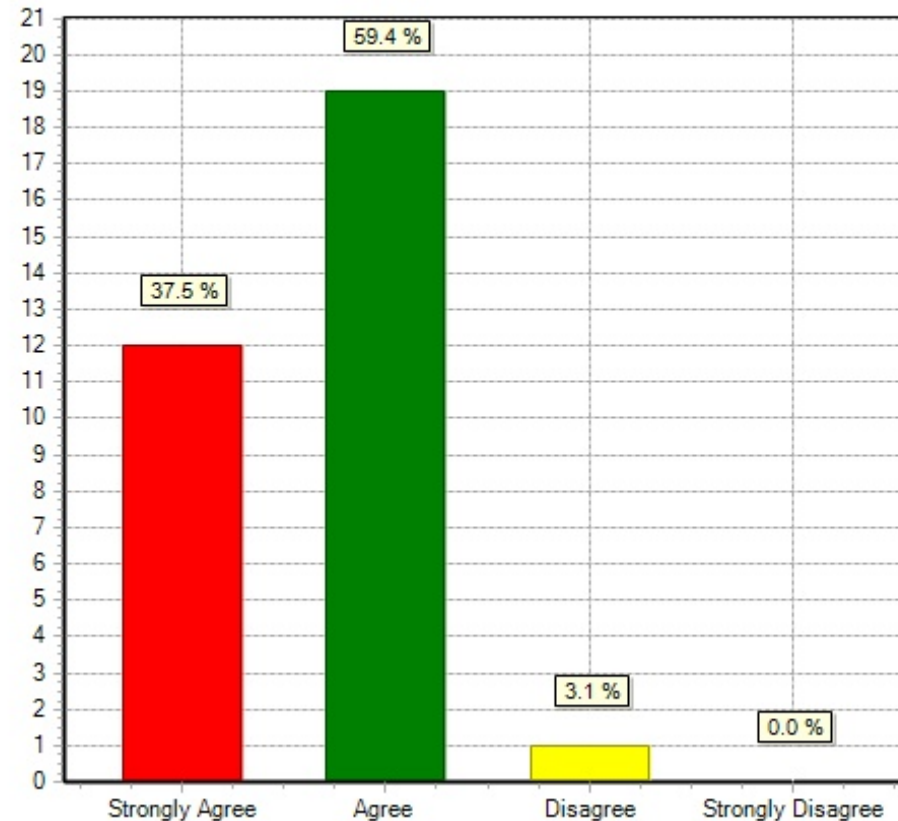
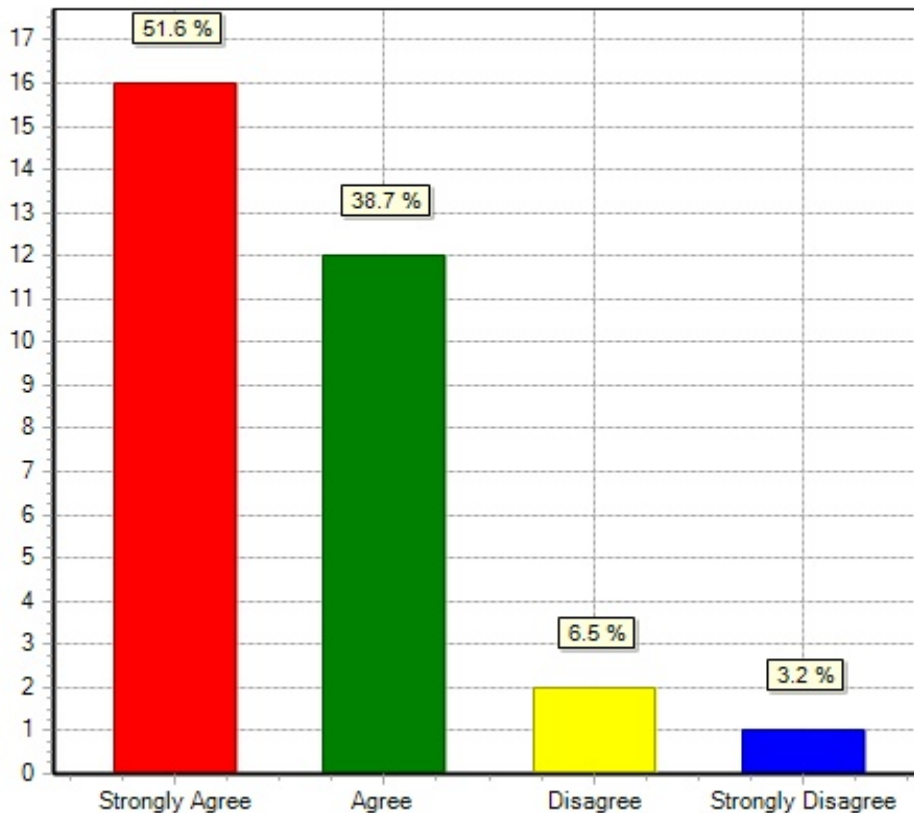
Mentee Classroom Improvement 2013/14

Mentee = 90%

Mentor = 97%

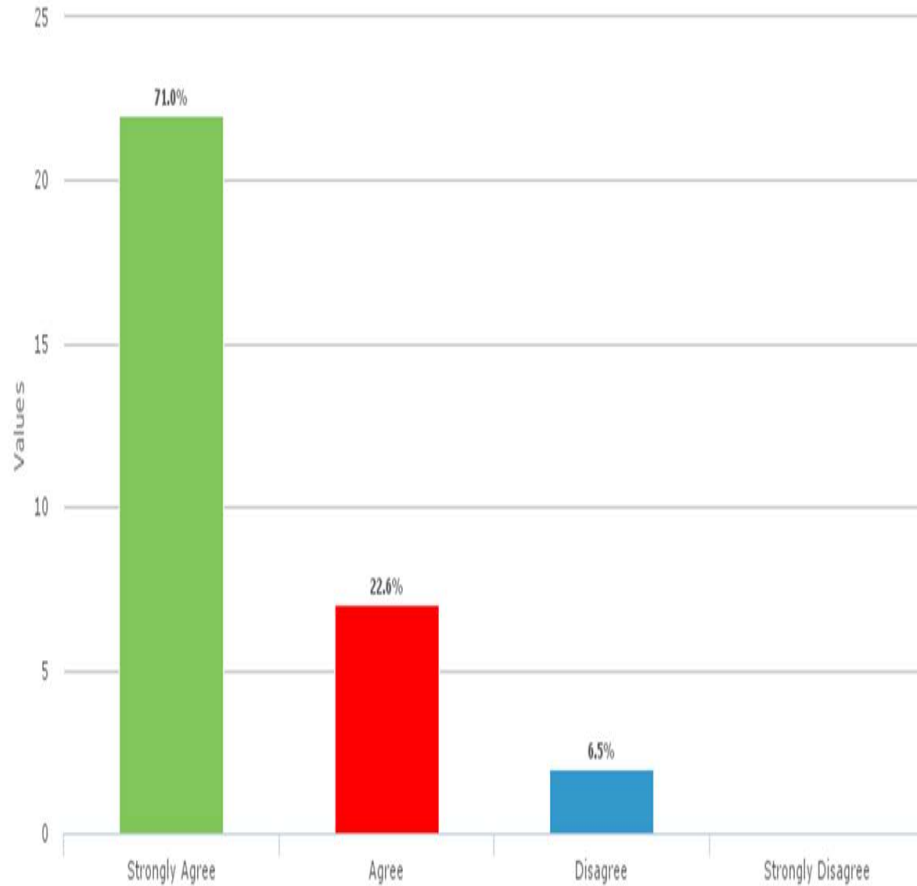
I believe that my classroom practice is improving because of the work I do with my Mentee

I believe that I am able to help my Mentee improve his/her classroom practice.

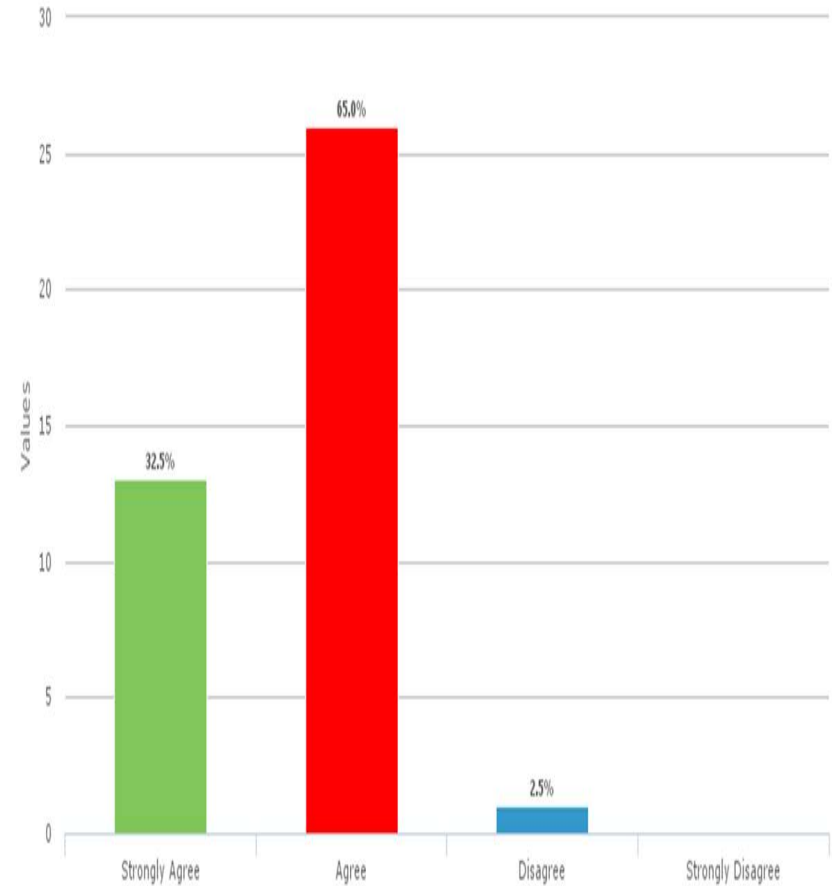


Mentee Classroom Improvement 2014/15

Mentee = 94%

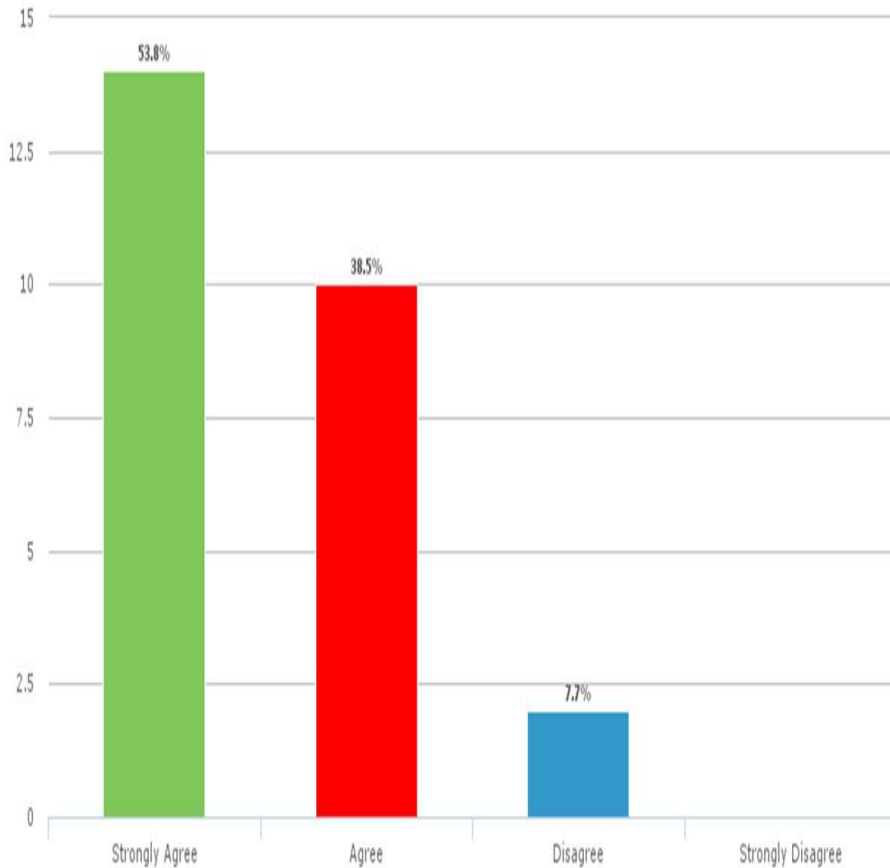


Mentor = 98%

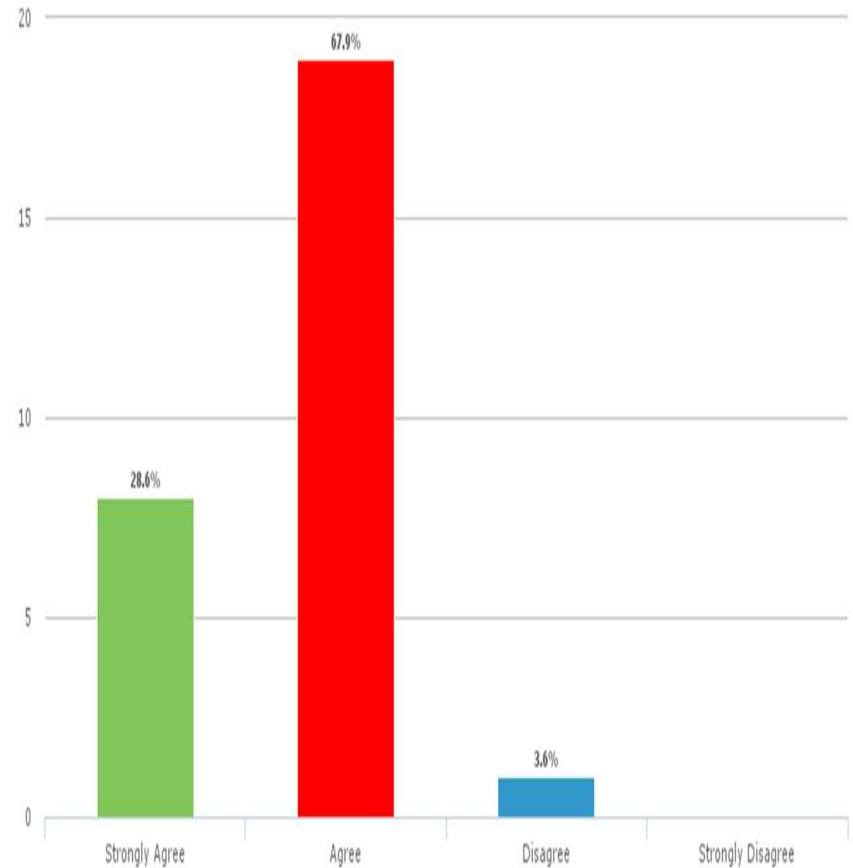


Mentee Classroom Improvement 2015/16

Mentee = 92%



Mentor = 97%



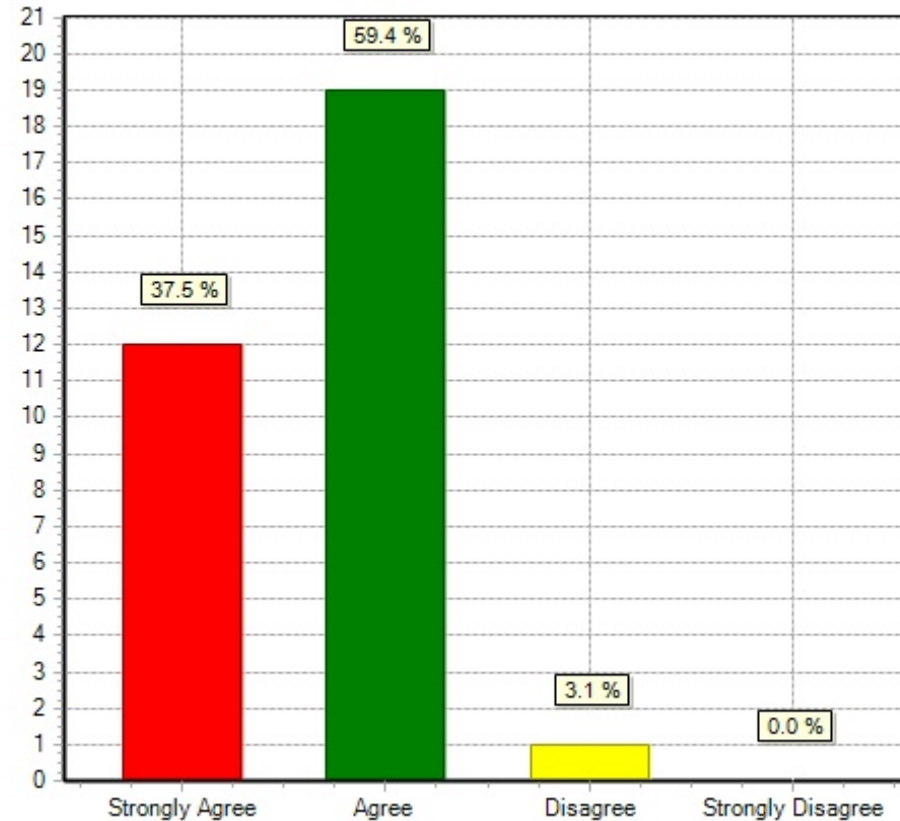
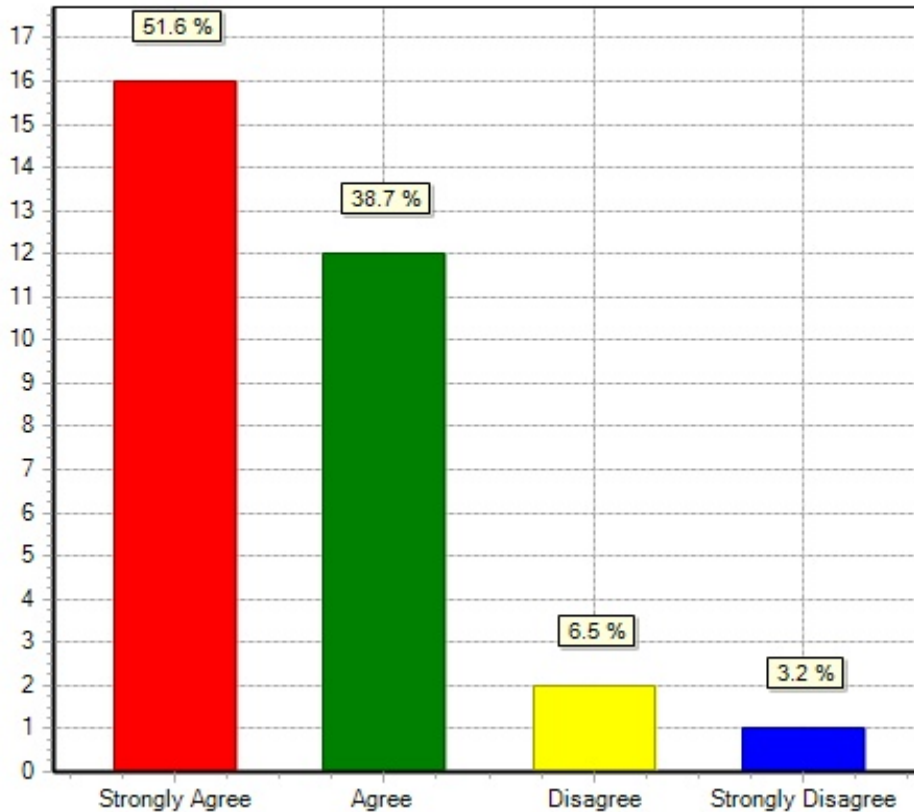
Mentor Classroom Improvement

2012/13 = 90%

2013/14 = 97%

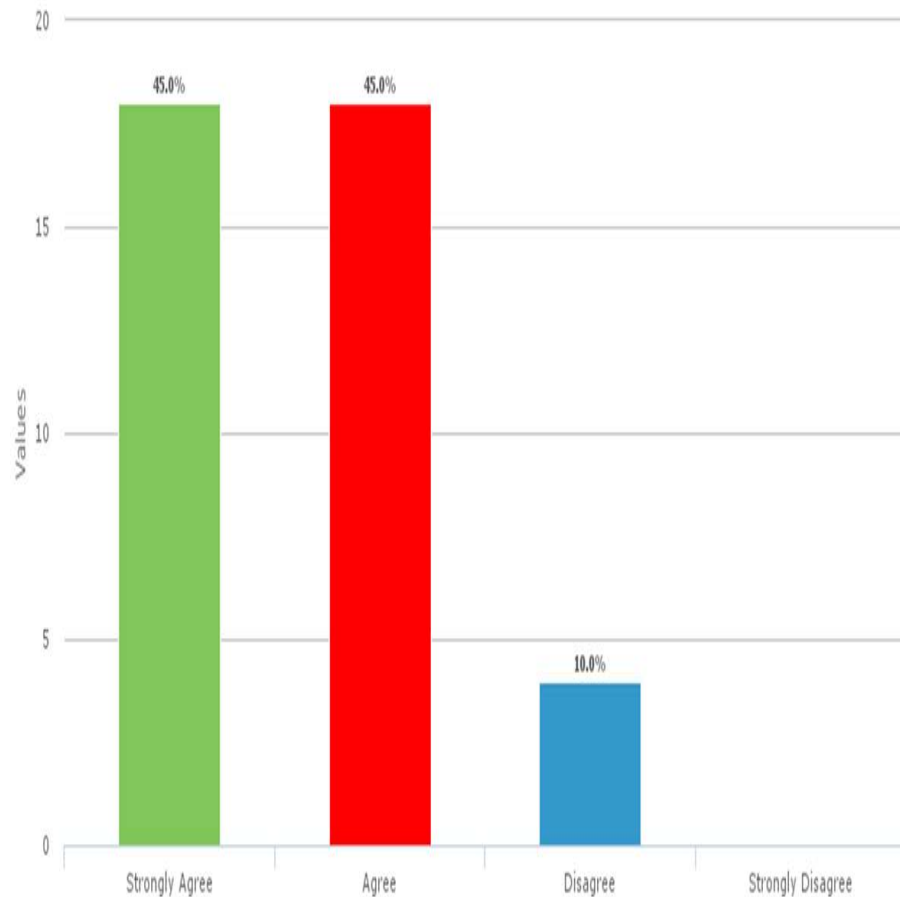
I believe that my classroom practice is improving because of the work I do with my Mentee

I believe that I am able to help my Mentee improve his/her classroom practice.

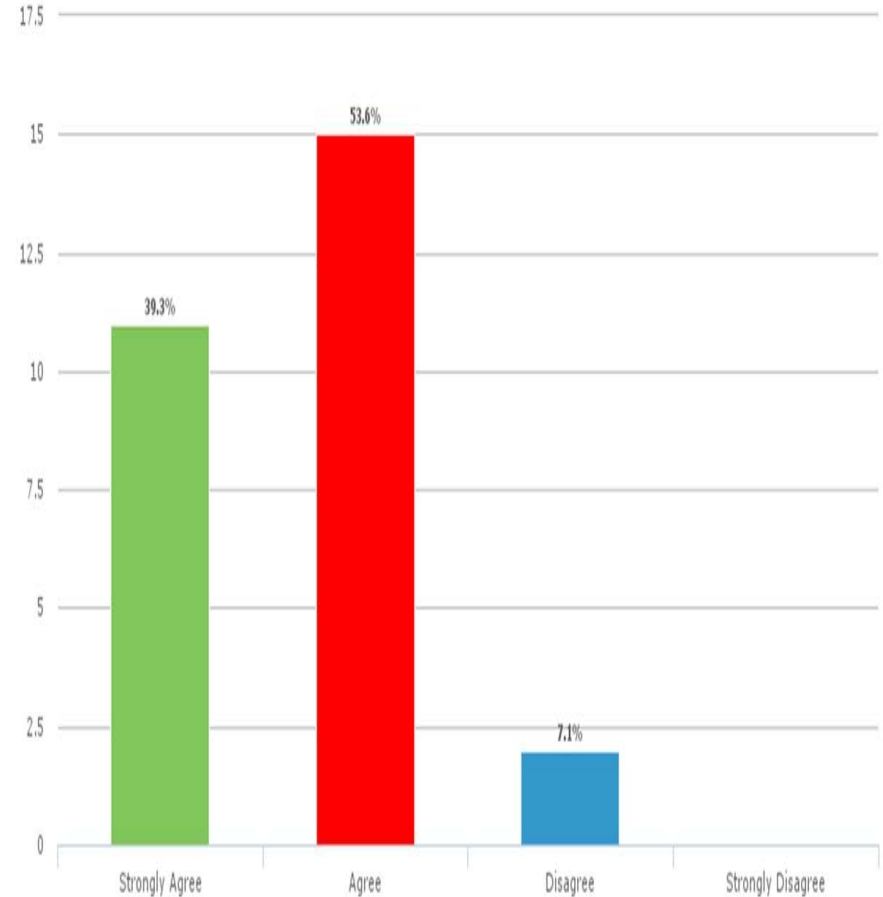


Mentor Classroom Improvement

2014/15 = 90%



2015/16 = 93%



Improved Student Outcomes

Year	Mentee Self Report	Mentor Report on Mentee	Mentor Self Report
2014/15	97%	98%	85%
2015/16	92%	97%	89%



Lessons:

- Almost everyone believes that their classroom practice improves.
- Comments like “This is the best PD ever” were common
- This contributes to increased satisfaction and improved student outcomes.

Reported Learning

Mentors and Mentees:

- Value of collaboration
- Seeing new solutions
- Recognizing their own teaching skills and ability to contribute to others
- Improved teaching practice and outcomes

Reported Learning

Mentors:

- How to help people solve their own problems (coaching approach)
- Importance of self-reflection

In Their Own Words—Mentors:

- That despite my misgivings about myself as a teacher, I have something to offer to a new teacher.
- It made me affirm that what I am doing in the classroom is good practice. Because you have to explain and rationalize what you do in the classroom with your mentee it makes you reflect on what you do and why you [do] it.
- I learned again how much I love what I am doing. Sharing my joy for my job was a positive experience.



In Their Own Words—Mentors:

- I learned that I never stop learning!
- I have become more reflective in my teaching practice and have gained listening and questioning skills
- This helps me to be more compassionate towards all of my colleagues.
- I am learning as much as I am mentoring!
- That working with other teachers is a great way to develop professionally

Reported Learning

Mentees:

- Seeing that their experiences are “normal”
- Being able to contribute to other teachers (e.g. mentor) even though they are the mentee
- Feeling supported and safe

In Their Own Words—Mentees:

- I learned that I had unrealistic expectations of myself and how much to take on. I was on my way to burn out if I tried to keep up with the way I was going.
- ...having the opportunity to work with a mentor really helped develop my program, and my confidence in teaching my program.

In Their Own Words—Mentees:

- That it's ok to ask for help. My mentor taught me the importance of asking questions and talking things out.
- Better balance and to go “easier on myself”
- I learnt how to better communicate my thoughts and better reflect on my practice.
- I have learned so much from her that it is transforming my classroom!

Positives

- **Having professional conversations**
- **Reduced isolation**
- **Creating a school culture of mentorship**
- **Release time**
- **Flexibility in design of project**

Challenges

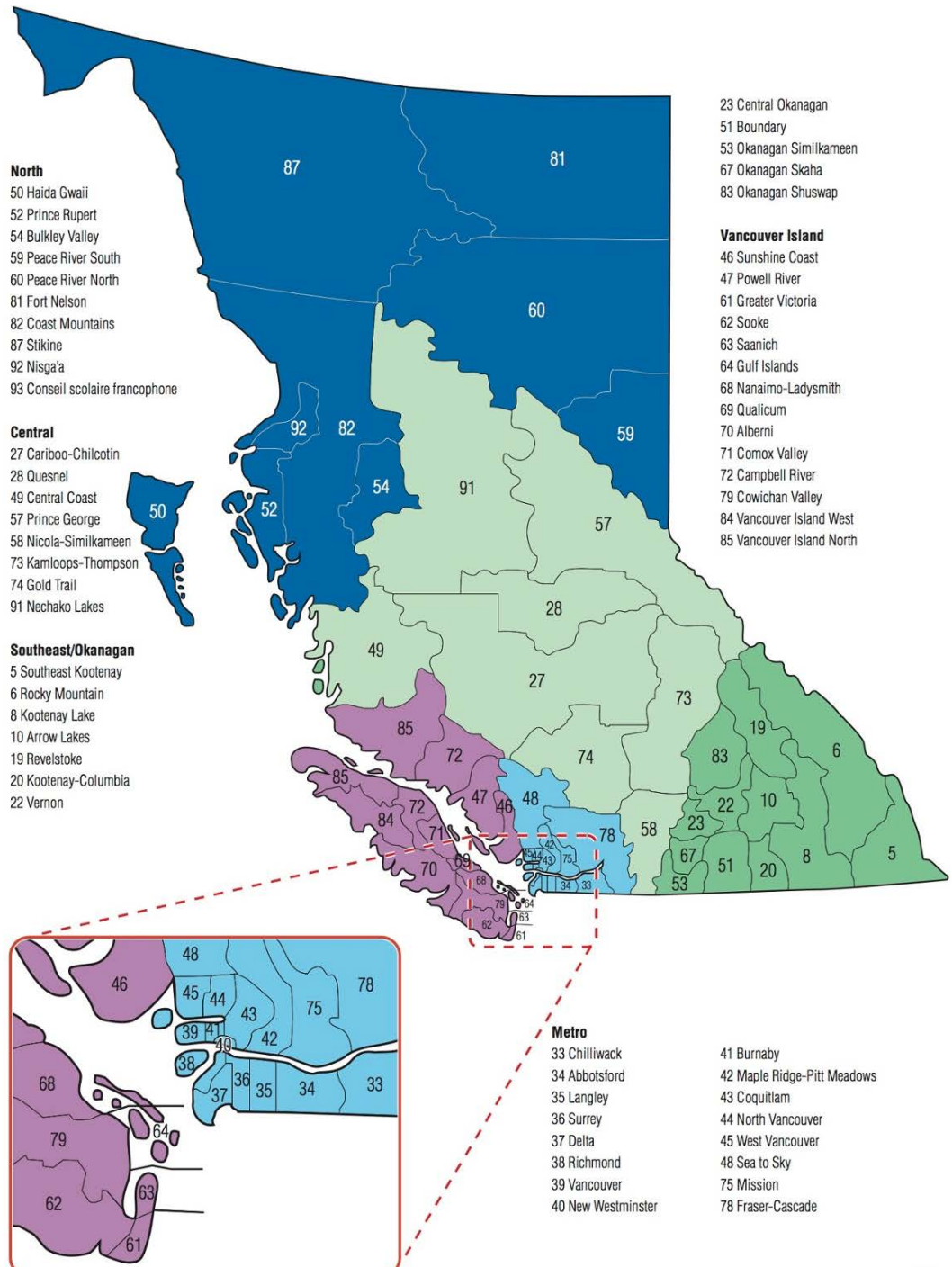
- Time
 - Even with release time hard to plan for (or find) a TTOC
 - Taking the time away from class is challenging.
 - Time to meet regularly (finding the time to meet)
- **Planning:**
 - Sometimes difficult figuring out where to start
 - Coming up with the right questions
 - Logistics – due to geographic distance

Challenges

- Suggestions
 - Same school and same grade/subject
 - Pair/group as early as possible
 - Set aside time for social interaction
 - Flexibility is important
 - Release time is important
 - Checking in on pairs/groups
 - Mentor the mentors/mentees
 - Timeline for release time



Provincial Mentorship Resource Team Regions

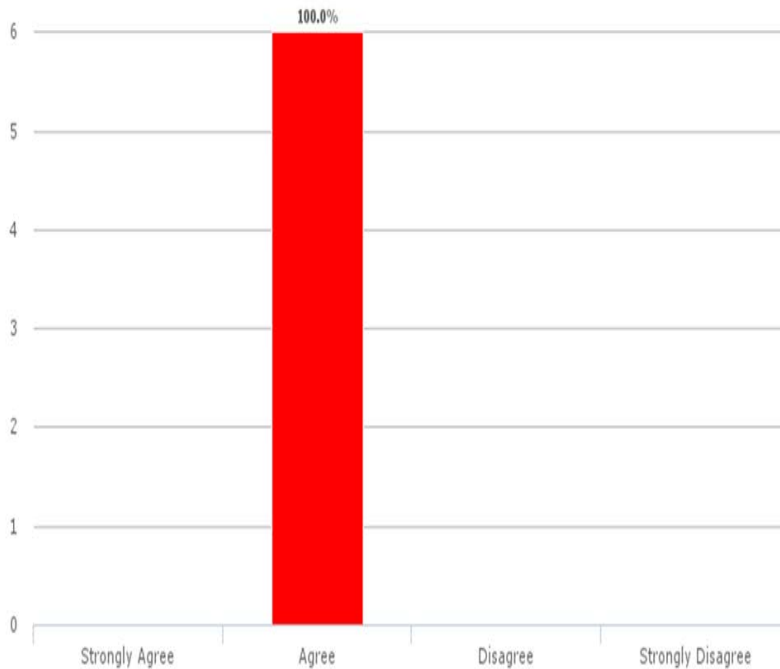


PMRT Goals:

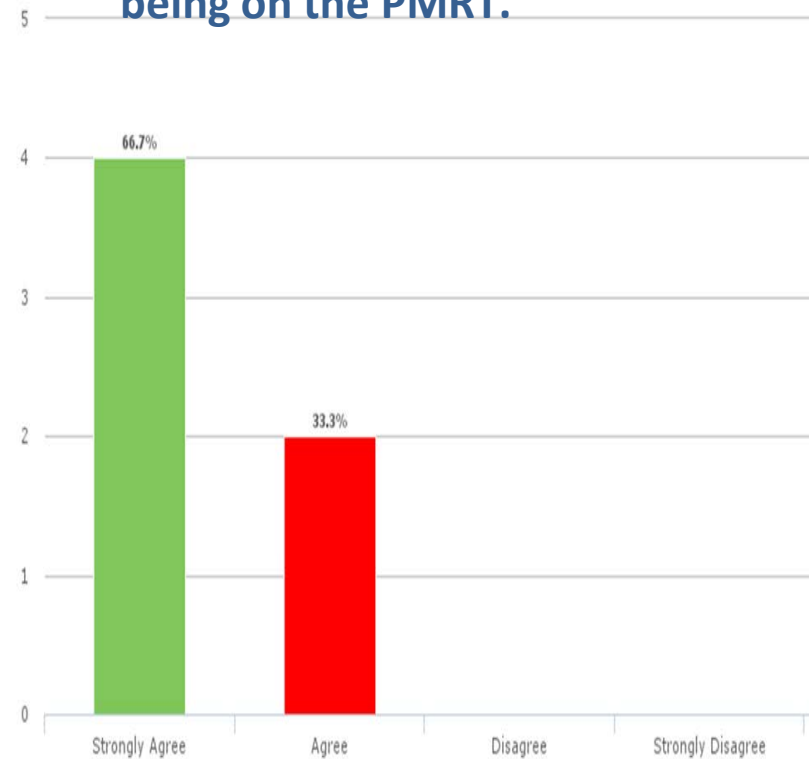
- Promote and advocate for the development of quality induction and mentoring programs across BC
- Consult with district/locals and co-facilitate the design, development, implementation of mentorship programs
- Facilitate mentor/mentee training.

PMRT Survey Results

So far I feel that I have been able to be useful/helpful to others as a PMRT member.



I believe that I am benefiting by being on the PMRT.





What do you want the world to know about Mentorship in BC?

- Others are interested in what we are doing—what do you want them to know?
- In your groups on your chart paper write down the key points you think are important to share with others.
 - Some things that you may want to consider:
 - What is on your list that we did not talk about?
 - What did you learn today that really resonated with you?
 - What suggestions would you give others?
 - What have you learned in your practice that you would like to share?
- You will get a chance to see other groups papers to add to yours



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Thanks so Much for your Time

