

Public Abstract

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Title:Mentor Program Delivery and Accountability: A Mixed Methods Study in Southwest Missouri

Through a mixed methods approach, this research investigated the aspects of mentor program delivery and accountability across multiple districts in Southwest Missouri. A state-by-state review of mentoring by The New Teacher Center indicated Missouri did not meet the elements of program delivery and was not considered an exemplar example of program accountability. Both mentor program leaders and mentor teachers provided perspectives about delivery and monitoring of mentor programs, specifically concerning contact time, formative assessment, classroom observation, and mentor training. The findings showed 77% of respondents had weekly contact time with their mentors. Discussions between mentors and mentees about formative assessments most often occurred either weekly or monthly. The elements of classroom observation, mentor training, and monitoring data presented varying degrees of occurrence and resulted in three recommendations for further consideration. With a rise in mentoring programs and supports for new teachers since the 1990s, variations in the delivery and monitoring of mentoring programs offer cause for further discussion.