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A Mentorship Study Program  
at Monongahela Middle  
School

by  
Carolyn Morehead

A Thesis

Submitted in partial fulfillment of the requirements of the  
Masters of Arts Degree in the Graduate Division  
of Rowan University  
April 1998

Approved by \_\_\_\_\_

Date Approved April 17, 1998

## ABSTRACT

Carolyn Morehead

A Mentorship Study Program at Monongahela  
Middle School

1998

University Mentor: Dr. Ronald Capasso  
Educational Administration

A mentorship program for ten students was established at Monongahela Middle School. The purpose of this program was for ten at risk students to pass all their subjects through the motivation of a mentorship program. The sample population consisted of those students that failed three or more subjects in the seventh grade. As a result they were either socially promoted, sent to summer school, or retained. The mentors consisted of seven classroom teachers, two guidance counselors, and one librarian. Mentors were encouraged to meet with their students twice a week for approximately ten minutes and make some form of contact the other three days. Mentors kept weekly journal to record occurrences. Students were given pre- and post- attitudinal surveys. Students' teachers were given pre- and post- surveys concerning classroom performance. Grades, attendance, and disciplinary referrals were compared for each student.

A final analysis after five months of treatment showed no significant difference in student attitude, classroom performance, or disciplinary referrals. Student attendance improved for eight of the ten students. These same eight students' grade point averages increased during this time period as compared to last year's final grades.

## MINI-ABSTRACT

Carolyn Morehead

A Mentorship Study Program at  
Monongahela Middle School  
1998

University Advisor: Dr. Ronald Capasso  
Educational Administration

A mentorship program was established to provide motivation for ten at risk middle school students to successfully pass all their classes. Adult mentors met with their student on a regular basis to provide help and guidance. Within a five-month period, attendance and grade point averages improved for 80% of these students.

## **Acknowledgments**

This work is lovingly dedicated to my husband, Jim, and my son, Garrett. The two of you are the wind beneath my soaring wings. Thank you for your endless support and encouragement. Without you this would not have been possible.

A special thank you to all the teachers in Monongahela Middle School who volunteered their time as mentors. Your efforts and understanding were very much appreciated. A thank you is also extended to many other teachers at Monongahela who took the time to provide me with data that was needed.

Last, but certainly not least, with sincere gratitude I thank Dr. Ronald Capasso. He has provided me with a wealth of knowledge that will last a lifetime.

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# **Chapter 1**

## **Problem Statement**

An unknown author once said that “every child is like a snowflake, no two are alike.” Educators find this to be true every day of their professional career. There are students that will achieve success every year in every grade. They will accomplish whatever obstacles are put in their way. No matter how high the teacher’s standards are, these students adapt and succeed.

At the other end of the spectrum, there are students that for many reasons do not succeed. They lack the motivation and discipline that it takes to achieve academically. These students struggle throughout the year, they see “unsatisfactory” on their interim reports, and then an “F” on their report cards for some or all their subjects. Their school year continues in the same manner. More effort might be seen in one subject area for short periods of time, especially towards the end of the year. This, however, is not enough to result in a final passing grade for the year.

What then does the district do for these students? One of three alternatives can be taken in the middle school where this study takes place. The first is that the student can be referred to a team of professionals that provides special services. The second alternative is that the child attends a summer school program. Finally, the third is to place or socially promote the child into the next grade.

If a child follows the first alternative and is evaluated by a child study team, the child will undergo a battery of tests. These tests are given to determine if the child has a learning disability or an emotional problem that is getting in the way of learning. If this

alternative is not taken or results in a negative outcome, then summer school will be the next option.

A child, according to board policy, may fail one subject and be promoted to the next grade. Thus, any other subjects that the child failed would have to be taken in summer school. Only if these subjects are passed in summer school should the child be promoted. This is not the case in all incidences. Sometimes, a child needs to take more summer classes than what are possible in order to pass legitimately. This child will, at the end of summer school, still have two classes that were failed and not taken over the summer. This child should repeat the grade. But, this child will be promoted since an effort was shown. Is this fair to the child or are we doing this child and injustice?

The third possible alternative, social promotion, can be taken if a child fails more than one class for the year. This type of promotion is the decision of the building principal. If a child had already been retained once in a previous grade, this child will be promoted. Even if this child has failed most of the main subject areas, a promotion will still occur. A child that has had behavioral problems throughout the entire school year will get socially promoted. This is the type of child that seems to always have problems with teachers and peers. Nothing is ever this child's fault, according to the student. Problems just seem to follow this child throughout the school year. This child will be passed on whether they have had to repeat a previous grade or not.

Social promotion is used to attempt to get these children into ninth grade as soon as possible. Some students have matured enough by ninth grade to realize that without a certain number of high school credits they will not be able to graduate within four years.



Thus, the student that had not passed legitimately in previous years begins to pass their subjects. If this does not happen, then vocational school is another option in ninth grade.

Students that are retained, attend summer school, or are socially promoted are in need of extra support to help them succeed. The middle school, consisting of seventh and eighth grades, that is being used for this study is not providing this population of students with adequate educational services. This is a small population of the school but that does not mean that they should be overlooked or passed through the system.

Students that do go to summer school and legitimately pass to the next grade do not acquire the skills in six weeks of summer school that would be equivalent to a 180-day school year. Thus, even though they passed, they are entering the next grade level inadequately prepared. This then could lead to another year of being unsuccessful.

These students, for whatever reason, are not motivated to succeed. Grades are not a very good motivating factor for these students. These students are being served unjustly by the educational system if they are not being provided with the extra help that is needed.

Students that are socially promoted are also in need of extra support. The educational system in this study holds them unaccountable for their actions. They are provided with no alternative help as they are passed through the system. A school is part of a system that should be providing every child with the best possible education that allows them to grow not only intellectually, but also socially and emotionally. Allowing students to be promoted after they have not mastered the skills of a grade is an injustice. If they are not forced to take responsibility now what will happen in their future as an adult?

A student-mentoring program can be implemented with little or no cost to the district. This type of system can provide these students with a person that can support them and give them the extra help that they may need to successfully get through the year with a minimal amount of problems. The middle school would provide a student mentorship program that will motivate students to successfully pass all their subjects.

The conductor of this study has already analyzed the problem at hand and provided the solution of a mentoring program. Considering the subjects of this study are students, the program will have to be continually analyzed using students' grades as an indicator. If behavioral problems are a factor for a certain student, then the number of detentions will also be analyzed. This too, will then become a second indicator of how successful the program is working. As the mentoring program continues, throughout the school year, student progress will be analyzed and decisions will be made when a change is needed for a student.

Obviously, there is a definite need for a program to be developed for the student population discussed. It is the hope of this study that a student-mentoring program will fulfill this need. Analyzing the program throughout the year and making any necessary changes to fit the students' needs will hopefully result in success. It is hoped that all eighth grade students that have failed three or more subjects in the seventh grade will successfully pass all their subjects after participating in this student mentoring program.

## **Definitions**

The following terms and phrases are being defined as they pertain to this study.

A student-mentoring program in this study is referring to a one to one correspondence between an at-risk student and a mentor. The mentor will try to provide

this particular student with help and incentives that will help this student to pass their subjects. The mentor will show an active interest in the child's life.

A mentor is the adult that is paired with an at-risk student. The mentor can be a teacher, guidance counselor, teacher's aide, secretary, administrator, or any other support staff in the building. The mentor needs to be willing to go out of their way to meet with this student as often as possible for as long a time as necessary.

At risk students are the students that will be mentored. These students have all failed three or more subjects in the seventh grade. As a result they have either been socially promoted or sent to summer school. Students that were retained in the seventh grade will also be considered part of the at-risk student population that is being studied.

A one-to-one correspondence refers to the relationship of one mentor helping one at risk student.

Behavior refers to the manner in which a child conducts him or herself.

Attitude refers to the feelings and opinions of a child towards school, others, or any situation.

## **Limitations of the Study**

This study analyzed the growth of adolescents that are being mentored by adults. Every at risk student and every mentor are unique human beings. This fact limits this study significantly. What the needs of the child are and whether or not the mentor can help that child meet those needs depends on the individuals. Successful growth for one student may not constitute success for another. One mentors opinion of a successful relationship may be another's failure.

The mentors being used in this study are limited to the teachers and aides of the school at which this is taking place, Monongahela Middle School. All the mentors that are being used volunteered their services. Fortunately all the volunteers are highly respected as teachers and staff members.

The students in this study are limited to only those students that are defined as at-risk. These students fall into two classifications. The first classification is those students that failed two or more subjects for the year in seventh grade, and as a result were retained. The other category consists of those students that failed three or more subjects in seventh grade. As a result of their failure, they either passed summer school, or were socially promoted.

The results that are achieved with these students are limited to this school setting and can only be somewhat generalized to this school's population. All students in this school range from 12 – 15 years old and live in the same geographical area. We can not try to generalize these results to the elementary or high school setting in the district because the age of the student is different. What factors motivate middle school students will not motivate elementary or high school students. Thus, the converse of this is true also.

We can not generalize these results to all other middle schools that house seventh and eighth graders. If a child is living in an area where a higher or lower socioeconomic status exists, we are then introducing another variable that has an extremely large effect on the attitude and mind set of the child. An area's socioeconomic status influences the future goals of the students. "Are you going to college?" may not ever be discussed in some households. As opposed to "What college are you going to?" in other households.

The attitudes and beliefs that a student is being raised with influences their level of motivation to succeed in school. Thus, this would have a great effect on the success of a student mentorship program.

## **Setting of the Study**

Monongahela Middle School is located in Deptford Township, New Jersey. Deptford Township, located in the northeastern part of Gloucester County, covers approximately 17.58 square miles. According to a land use report, 52.8% or 5,990 acres of Deptford are underdeveloped. (The Kiernan Corporation, 1993) Of these underdeveloped areas, 590 acres are water or wetlands. Thus, approximately 5,400 acres can be potentially developed. (The Kiernan Corp., 1993) There are seven major transportation roads that can be accessed. This provides a desirable opportunity for new housing to be constructed on this land. From 1983 to 1992 there were 1,437 permits authorizing new residential construction. The majority of the permits were for single family units. By May 1989 there were 741 units occupied. (The Kiernan Corp., 1993) This resulted in 117 more students in the school system. Currently, there is approximately 8,554 occupied housing units of which most are single family dwellings. Only one or two people occupy 4,366 of these units. (Deptford Township Board of Education, 1995)

The current population is approximately 25,000 people. It is estimated that by the year 2,000 the population will expand to 27,744, and to 31,425 by 2,010. The average per household is 2.77 people. This is less than the county average of 2.87 people per household. (Dept. Twp. Bd. of Ed., 1995) This could be due to the fact that an age

shift occurred between 1980 and 1990. The population of people that were age 17 or younger decreased by 6% while the population of age 65 or older increased by 4%. Thus, the community has a significant number of senior citizens. This fact effects the passing of the budget every year. If many senior citizens vote, then usually the budget will not pass if there is a tax increase. Even though the local taxes in Deptford for 1996/1997 were 7% less than the state average, (LeVan, 1997) the seniors usually vote the budget down. If for various reasons, seniors can not get out to vote or there is not a tax increase then the trend is for it to pass.

Deptford, the oldest community in Gloucester County, founded the first school in the county. Now, Deptford has nine schools total. Six of these schools house elementary students from grades kindergarten through sixth. The seventh elementary school contains only kindergarten through third grades. These seven schools have the possibility to contain 2,237 students. Deptford has one middle school, Monongahela Middle School. A maximum of 813 seventh and eighth graders can be placed in this facility. There is one high school that can house a maximum of 1,672 ninth through twelve graders. Presently there are approximately 1,800 elementary students, 500 middle school students, 900 high school students, and 275 special education students. Enrollment in the schools parallels the pattern of the total population in the community. Since 1989 enrollment has increased by an annual average of 34 students or less than 1% per year. It is predicted that within a five-year period the student population will increase by 7%. (The Kiernan Corp., 1993)

Of the 278 teachers and other certified personnel employed by the district, 55 work in Monongahela. The district also employs a total of 175 full time support staff and

18 administrators. The middle school has two administrators, one principal and one vice-principal. The building itself contains 22 academic classrooms, 1 art room, 2 home economic rooms, 2 wood shops, 1 learning lab, 1 music room, 3 science labs, 1 gymnasium, 1 cafeteria, 4 rooms for perceptually impaired students, 1 room for emotionally disturbed students, and 1 room for emotionally and mentally retarded students. The building has a numerous amount of land on all sides that allows for intramural sports fields. The Gloucester County Institute for Technology and the Gloucester County College are both located less than .25 miles from the school. (Deptford Twp. Bd. of Ed., 1995)

### **Importance of the Study**

Although this study's results are fairly limited to Monongahela, the study itself does bear importance. The district, especially in the middle school, can not continue to socially promote students or allow students to fail, go to summer school and pass. The school needs to provide some form of intervention for these students. The state of New Jersey requires that students pass the High School Proficiency Test in order to graduate. Educators must prepare students for this test by teaching the appropriate information. These at-risk students will never have a chance of passing this test if we continue with the present practice.

Educators, no matter what type of position is held in a district, have an obligation to provide every student with a quality education. This does not mean almost all students. Therefore, even this small population of at-risk students has the right to extra support in order to succeed. There are many ways that a school and/or a district can provide extra support for this type of student. But, a school must keep in mind the

efficiency of the program. In other words, do the results justify the cost and the amount of time and effort put into the program? For one school the end results would justify the means. For another school it would not. Therefore, this study must occur in order to determine whether or not this is the appropriate path to take to provide these students with extra support. If it is the correct direction, then the results will also help to determine if the program needs to be changed in any way.

### **Organization of the Study**

The following chapters will provide more detailed information about the topic and the study at hand. Chapter two will review various pieces of literature that deals with different forms of mentoring programs that have been experimented with in the past. Chapter three will give a detailed description of the design of this particular study. Chapter four will present and explain all the research findings that were collected in this study. Finally, chapter five will attempt to draw conclusions from the resulting information. Any implications for the following school year and any further study will be contemplated at this point.



## Chapter 2

Throughout history people have been helping and inspiring others to do their best. Doctors, lawyers, priests, teachers, mothers, fathers, and many others have set examples for young people just by the way they live their lives. Presidents and social activists such as Martin Luther King have reached out to large groups of people to provide inspiration. Some people have inspired others in many ways. George Washington Carver is one of these people. “Carver is acclaimed for his work as an instructor, researcher, agricultural chemist, and botanist.” (Allen-Sommerville, 1994) What he is not as well known for is his mentoring of some young people.

A young boy by the name of Henry Wallace, was introduced to Carver in the late 1800’s. Carver allowed the boy to go on many trips with him. They spent many hours discussing scientific topics that were their favorites. Through this mentorship, Wallace was convinced that he could become a successful scientist too. “ Henry Wallace graduated from Iowa State College and went on to become an outstanding scientist, politician, and humanitarian.” (Allen-Sommerville, 1994)

George Washington Carver’s mentoring of Henry Wallace in the late 1800’s is just one of many types of relationships in which a caring adult has made a qualitative difference in the life of a youngster. Many programs have been developed with the attempt to motivate and provide a student with the skills that will help them to be successful. “Some programs are business/community oriented, others focus on work and careers, many use university/school personnel, and still others use partnerships between university, schools, and the private sector.” (Allen-Sommerville, 1994) However the

program is established, one common thread is the role of the mentor. The mentor must use his or her skills and knowledge to “provide decision making opportunities and enrichment, inspire dreams, and help students develop well-defined, realistic goals.” (Allen-Sommerville, 1994) Mentors are “adults who assume quasi-parental roles as advisors and role models for young people to whom they are unrelated.” (Hamilton, 1992) A mentoring relationship can include, but is not limited to, counseling, role modeling, teaching, tutoring, coaching, inspiring, sponsoring, supporting, goal setting, character strengthening, and assisting.

A mentor must be a dedicated individual in order to make a difference in a child’s life. They must make time in their already busy professional and/or personal life for a stranger. Why then is this role appealing to some adults? There are two possible reasons according to Hamilton. This first one involves an adult remembering someone important in their life while they were growing up. This type of mentor wishes to play such a role in the life of a child. The other reason involves the problems we face in society. Some adults feel helpless concerning the economic and social problems that exist in our society. Thus, working with one child is a way for them to help society.

For whatever reason a person decides to become a mentor, a lot is involved in order to be successful. The mentor relationship suggests that “commitment, trust, and the willingness to invest time, energy, and self are critical components of a relationship which can, as a two-way street, provide mutual enhancement, growth, and satisfaction.” (Krueger, Blackwell, and Knight, 1992)

Success is not an easy term to define for a mentorship program. Success for one student may not constitute success for another student. The primary goal of a program

may be to raise academic grade point averages. This may not occur in all the students, but disciplinary problems may drastically decrease or self-esteem may drastically increase. Does this then constitute an unsuccessful program? A Baltimore-based mentoring project, Project Raise, found that mentoring had positive affects on school attendance and grades but not on promotion rates or standardized test scores. (McPartland and Nettles, 1991) Another evaluation found participants in various mentoring programs had higher levels of college enrollment and higher educational aspirations than nonparticipants receiving comparable amounts of education and job-related services. (Cave and Quint, 1990)

Obviously, success is occurring in various areas do to mentors. There are three basic areas in which a mentor usually focuses on at least one. The first is educational or academic mentoring. The second is mentoring that involves guiding the child down a career path. The third type is one that supports the child during personal problems and provides help in decision making.

All three types of mentoring can be accomplished either through natural or planned mentoring. "Natural mentoring occurs through friendship, collegiality, teaching, coaching and counseling." (Floyd, 1993) This type of mentoring is sometimes referred to as informal mentoring. The second type is formal or planned mentoring. "Planned mentoring occurs through structured programs in which mentors and participants are selected and matched through structured processes." (Floyd, 1993) A longitudinal study that occurred at Michigan State University from 1952 to 1989 concluded "although the benefits of a formal mentorship can be substantial, organizations must allow time for

potential mentors and proteges to self-select themselves into an informal relationship for more substantial results.” (Chao, 1991)

Mentoring programs of many types have grown dramatically. Why then is there such a need for these programs? The answer lies within the changes of society as a whole. The number of single-parent homes has radically increased, as have two-parent working families. More preventive care and support networks are needed to fill the void left by busy or absent parents. Each day in the United States 3,600 students drop out of high school, and 2,700 unwed teenage girls get pregnant. (Petersmeyer, 1989)

The environment that a student grows up in can decrease their chances of success in school and as a future adult. Although all socioeconomic groups have children at risk, those living in poverty are more vulnerable and despairing. Their despair may be seen in acts of violence or result in apathy. The students that are at risk of failing, becoming pregnant, dropping out of school, or being incarcerated can be identified by not only looking at their home life but also looking at their academic and behavioral records in school.

These children exist in all towns and cities in the United States. “They struggle with problems that range from inadequate supervision and educational failure, to risky sexual activity, substance abuse, and violence.” (Slinski and Sparks, 1995) Many of these students do not feel connected to their school environment. “Students who lack feelings of inclusion at school are those most at-risk for both gang involvement and dropping out of school.” (Sonnonblick, 1997) Although the statistics look grim, children can overcome the hardships that are placed upon them so young. These children according to Weinreb (1997) are resilient. They have hope and a positive outlook that they

can deal with problems. Adults can be resiliency mentors that “help children by modeling, providing, and strengthening protective buffers” (Weinreb, 1997) that allows a student to become resilient. Caring for a child and helping them to develop the skills that are necessary to cope with life and be successful has “proven to be more effective than the strict, punitive code of the past.” (TaylorII, 1990)

Therefore, these at risk students do not have to be destined to a life of failure. They need to be empowered to take charge of their lives. Thus, they can identify, analyze, and solve their problems instead of being overwhelmed and seeing no solution. Adults can provide students with critical thinking and problem solving skills. They can provide protection and support when it’s needed. This adult can enter the child’s life through a mentoring program. Mentoring programs are just one possibility to provide the child with what is missing in their life.

A specific mentoring program that had a fantastic outcome for it’s at risk students occurred in Maryland. Benjamin Tasker Middle School had a substantial gap in achievement that existed between its African-American students and its white students. A mentoring program that was established was accredited for turning these students around. The mentoring project improved their state assessment outcomes for writing and reading. Attendance increased, suspensions decreased, and more cooperative learning and teaching become possible in classrooms as students developed better social skills. Students’ self-esteem seemed to be rising and the school began to take a more personalized tone. (White-Hood, 1993)

A program that focused on a high-risk community’s strengths in inner city Springfield was entitled the Master Teacher in Family Life. After a twenty-hour training

program, master teachers sought out those in need of help and enabled them to become stronger and more self-sufficient in the process of helping them solve a problem.

Protective factors that could help youths increase their resiliency and make positive choices were identified. Programs were then set up to accomplish this.

After a four year period, it was established that “the Master Teacher in Family Life Program has made a substantial impact on youth living at risk.” (Slinski et. al) Individual families and communities were given much needed advice, information, and support in identifying and confronting problems. Change occurred as a result.

Still, other programs have been established for very high-risk children. The Girls Acquiring Leadership Skills through Service (GALSS) club was established to reduce girls’ membership in youth gangs and to prevent them from dropping out of school. The program focused on extra-curriculum community projects and recreational activities. A sense of belonging was attempted through trying to get the girls involved in the school environment. One meeting a month was recreational and the other meeting dealt with community service activities. If only for a few hours each meeting, the girls could enjoy themselves and forget about acting street-smart, impressing boys, or shouldering heavy family responsibility. “By the end of the year, the girls were more self-assured, more mature, and taking more responsibility for themselves within the group.” (Sonnenblick, 1997) Their guardians also noticed this change in behavior outside of the group. The girls wanted to meet more often as the program continued.

The U.S Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP) funded a juvenile mentoring program entitled JUMP. JUMP was designed to reduce delinquency and gang participation, improve academic performance,

and reduce school dropout rates. Positive role models such as law enforcement and fire department personnel, college students, business, and other private citizens were used as mentors for people that ranged from age 5 to age 20. Some of these at-risk people were incarcerated or on probation, some were in school, and some were dropouts. Evidence showed that many of the youths were positively influenced by their mentors. Therefore, the conclusion was drawn that what is needed is “a more positive approach that meets the basic needs of youth, especially those living in high-risk neighborhoods, for nurturing and supportive adults, positive things to do after school and on weekends, and volunteer and work opportunities that develop skills, foster learning, and instill a sense of civic responsibility.” (Bilchik, 1997)

Mentorship programs such as these are not only for students that fall under the category of being severely at-risk but also for those students that continually struggle. Many students struggle through school or just don't perform on the level that they should be. Many times these students grow increasingly alienated due to the fact that they do not receive much attention. This type of behavior can also lead to dropping out. These types of students are at-risk also.

A school in Virginia provided a mentorship program for their students that fell into this category. Their method was very simple. A teacher who has volunteered is teamed with from one to three students who are placed, if possible, in the teacher's homeroom. The teacher would check on the student's grades, ask about homework, and just chat. After a period of time, six months to two years for some students, a little bit of extra attention proved to be successful. “The number of grades of B+ and A earned by

participating students rose by 29%, and the number of D+ and F grades decreased by 12%. The failure rate among these students fell from 24% to 12%.” (Aiello, 1990)

Business also serves these average at-risk students. Career Beginnings serves more than 2,000 students a year in 21 cities and 13 states with mentors through many corporate sponsors. Average high school juniors who rarely attract notice at school because they’re passing, if only barely, attending school regularly, and have no disciplinary problems but are nonetheless at-risk are chosen by school guidance counselors to participate in the mentorship program. Over a period of two years, these high school students were provided with information about career and educational opportunities in order to raise their limited expectations for themselves. The mentors helped the students to construct and implement a career plan by the end of their senior year. Of the 10,000 students who had completed the Career Beginnings program as of 1991, “about 80% of them black or Hispanic – 95% have been graduated from high school and more than 65% have gone on to college, most of them successfully.” (Stanley, 1991)

No matter what age, what grade level, or how severe, mentorship programs can help all type of at-risk children. Even kindergarten age can be involved. The principal of a school in Los Angeles worked with the captain of a police department to try to not only help repair relationships between the public and the police but also to prevent children from failing and misbehaving as they got older. Students were paired up with a police officer for mentoring and tutoring. Officers talk to students and their parents about knowing how to handle bad influences and the distractions they cause for academics. They help to reinforce values that children may not get at home and give some positive



attention. Student's behavior has gotten better, and there has been a noticeable difference in their self-esteem. (Coles, 1996)

A junior cadet program, which developed as an offshoot of the mentorship program, has also contributed to the tremendous respect for the school that the students and the community are showing. Officers train the cadets in character development, self-pride, and respect and teach them about careers in law enforcement. Cadets in turn remind their peers of certain school rules and help to supervise the halls and playground. Cadets get to reward peers for good behavior and go on a special field trip. A Firefighter Cadet program was started after seeing the success of the police. Various businesses and individuals volunteered time and money for this to be successful.

Middle school programs are found to be very successful also. A mentorship program entitled TASK (Teachers Achieving Success with Kids) found that mentoring created "a significant improvement in attendance, discipline, academic achievement, and school attitudes." (Abcug, 1991) Twenty-five mentors met with a specific at-risk student each day away from the classroom setting for a total of at least one-hour a week to produce these results.

In Canada, a Breakfast Club was formed to help combat a dropout rate that exceeded 30%. (Dickson, 1993) Small group's of eighth grade at-risk students met for four-week periods from 7:00 to 7:45 a.m. to improve study skills and to set personal goals. Students were also able to shadow a potential employer for the day. The group celebrates successful completion by being treated to breakfast at a local restaurant. There have been successful job placements in several areas and thus the dropout rate is slowly declining.

REACH programs (rendering educational assistance through caring hands) can be used to provide students with support that will attempt to have students see the value in educational experiences and improve academically. This form of mentoring program was implemented in an intermediate school in Virginia during 1988-1989 school year. Twenty-two students were randomly chosen of the 52 students that qualified due to poor grades and teachers noting poor quality in daily assignments. Students were strategically paired with mentors who served as role models and caring advisors through daily interaction. Students also attended a weekly peer support group meeting with the counselor.

During the third quarter of the school year, teachers noted the following improvements in the mentored students: promptness to class, preparation for class, quantity and quality of daily assignments completed, participation in class, classroom behavior, positive interactions with peers, and report card grades. A direct positive correlation was found between the active interest of a mentor and a student's improvement. When third quarter grades were compared with first quarter grades, the mentored students showed the following improvements: 52% reduction of F's, 10% reduction of D's and D+'s, 16% increase in C's and C+'s, and 22% increase in B's and B+'s. (Blum and Adelle, 1993)

High school mentoring programs have been very successful in raising academics and increasing career options. A 22-year longitudinal study conducted by Torrance (1983) and cited by Slicker and Palmer (1993) found that students who had mentors completed more years of education than non-mentored students. Slicker and Palmer also examined the effects of a mentor program for 86 at-risk 10<sup>th</sup> grade students in a large

suburban Texas school district that is socioeconomically and racially diverse. Mentors were required to keep logs concerning their contacts with their student. As a result of the program it was concluded that “effective mentoring can aid in both raising and maintaining academic achievement in at-risk students”. The study also suggests that adults, besides counselors, within the school setting can effectively function in a mentoring role. These adults can not only be teachers but also be secretaries, custodians, aides, or any other appropriate adult. As a result, mentoring is suggested for the use of a drop out prevention program.

Mentorship programs at all age levels are also a way to bridge the gap between businesses and schools. It’s a way for the community to come together and support each other. School-business partnerships are occurring quite often. Adopt-A-School programs are occurring in small towns and big cities. “Dedicated volunteers from business and industry are sharing their resources and expertise with the country’s classrooms.” (Weinberger, 1991) These volunteers work with students to provide the individual attention that some of them are starving for. They can provide tutoring and other academic help. More importantly they help to increase self-esteem and provide the student with a successful role model.

Depending on the age of the child, a mentor from a business can be just someone to talk to. Data has revealed that the most important element of mentorship for students was talking. (Schreck, 1993) A mentorship lunch program can provide just that. Business personnel volunteer to eat lunch with a high-risk student on a weekly basis for 14 weeks. After this time period, a field trip to the company is planned. The goal is to

help the child do better in school through talking and sharing ideas about school, community, and the business world. (Friedman and Scaduto, 1995)

Formal and informal mentorship programs have been around for many years. Adults have been influencing children since the beginning of time. For many reasons adults willfully become involved in the life of an at-risk student. These students have less of a chance of succeeding due to factors in their lives. Some students have to contend with more severe problems than others do. Behavioral problems and gang association can occur in these students. Some students are apathetic and just barely pass to make it through the school system. Whichever be the case, both types of students are at-risk.

At-risk students are found in all types of cities and towns and in all grade levels. There are many programs that have instituted by schools, districts, counties, states, and even federal agencies to help these students. In all cases these programs have involved adults being paired with a student or students to provide help in one or a combination of three areas. Educational, career, and/or personal problems are the three areas in which a mentor might focus. Wherever the focus may be, all mentoring programs try to raise students' self-esteem so that they become more resilient to the factors that contribute to their lack of success.

In this study, at-risk students were paired with teachers who volunteered to be mentors. These students meet with their mentors for approximately two ten minute sessions and three two minute sessions per week. Each student is different, but all teachers are attempting to help the student raise their grades and provide any other type of guidance that may be necessary.

## **Chapter 3**

### **The Design of the Study**

#### **Research Design**

The goal of this study was to determine the effect that mentoring techniques would have on students' grades. A one-to-one correspondence was formed between ten at-risk students and ten teachers. Each student received individual attention from his or her mentor. Ideally, each student met with his or her mentor every day. A thirty second to one minute chat three times a week was considered making a small contact with the child. A ten-minute meeting twice a week gave the mentor more time to help the student with any problems that were occurring or provide tutoring if necessary.

Each mentor was required to keep a weekly journal concerning his or her meetings with their at-risk student. In this journal, they were to log the number of small contacts and the number of meetings made during that week. The length of each meeting and the topics that were discussed were also placed in their journal. Meeting may not have occurred during a certain week due to illness or holidays. Thus the mentor needed to note any special circumstances that hindered the number of contacts made during that week. The students' reactions to the meetings were noted and any reflections concerning the progress of the student were made in the journal.

Mentors were provided with information concerning their student at the beginning of the program. At-risk students' grades from the previous year were shared with the mentors. Every interim and quarterly grade reports were given to the mentors as the school year continued. Mentors were notified of any behavioral problems with their

student that involved disciplinary actions taken by the vice-principal. In a survey, the classroom teachers of the at-risk students were asked to provide input concerning this student. These survey results were shared with the mentors.

Mentors met approximately once a month to discuss any problems that may have occurred. They shared ideas and strategies that they found to be successful. They revealed progress and feelings of discouragement to each other. They looked at students grade reports and teacher's comments.

### **Research Instruments**

Students were given attitudinal surveys during their first meeting with their mentor. This survey asked questions concerning their feelings about school in general, the schoolwork they are expected to perform, and their relationships in school. A lickert scale was used for the student to show how strongly they agreed or disagreed with each statement made.

Students' report cards and interim reports were also used. Final quarterly averages and interim progress marks were charted for each at-risk student.

Ten teachers volunteered to be mentors. These teachers were surveyed at the beginning of the study. They were asked questions concerning their opinions about the role of a mentor, the importance of a mentorship program, and realistic estimates concerning the amount of time they were willing to give to an at-risk student.

Classroom teachers were surveyed concerning each at-risk student. They were given a series of statements concerning the child's academic work, behavior, and attitude. They were asked to either agree or disagree with each statement. Some teachers felt a

need to write further explanations for some of their answers in order to provide more information.

### **Sampling Technique**

Students were chosen to be part of a mentorship program based on their academic record the previous year. Students that could be classified under one of three categories were chosen as the sample population. These categories were as follows:

1. any student that was retained and thus had to repeat that grade level
2. any student that failed three or more major subjects, attended summer school, and was promoted to the eighth grade
3. any student that was socially promoted to the eighth grade

The sample population resulted in 6 girls and 4 boys. Three students were a result of category number one. Two girls were retained in eighth grade and one boy was retained in seventh grade. This boy was the only seventh grader participating in the program.

Six eighth graders resulted from category number two. One boy and two girls failed three subjects in seventh grade, passed two subjects in summer school, and were promoted. Two boys failed four subjects, passed two of them in summer school, and thus were promoted. One girl failed four subjects, attended summer school for two of them, failed both classes, and was still promoted.

Finally, one girl resulted from category number three. She failed four subjects, did not attend summer school, and was passed to eighth grade.

The mentors that were used for this study were volunteers. All teachers received a memo concerning the program. They were asked to volunteer if they would like to be a

mentor. Eight teachers and two guidance counselors volunteered to be a part of the program. All teachers and counselors have had satisfactory, as opposed to unsatisfactory, formal observations every year by an administrator.

### **Data Collection**

Data collected from the attitudinal survey administered before the program and one administered after the program was used to determine if students' feelings toward school, schoolwork, and social relationships (peer and teacher) changed during the course of the study. The grade point average of each student was calculated for each quarter. The total number of satisfactory grades received as compared to the total number of unsatisfactory grades received was calculated for each interim.

The teachers of the at-risk students were surveyed concerning improvement in areas such as academics, behavior, and attitude over the course of the study. The mentors of all the students were interviewed concerning their opinion of any changes, positive or negative, that had occurred in the child over the past few months of meetings. Mentors were also asked to comment on the specific positive and negative aspects of the program and its outcomes.

The total number of disciplinary referrals for each at-risk student was received from the vice-principal. These numbers were compared to their disciplinary records from the previous year.

### **Data Analysis Plan**

A comparative analysis between the pre- and post- attitudinal surveys were conducted. This was used to determine with a large degree of accuracy if the at-risk



students' feelings toward school, schoolwork, and/or teachers and peers have changed. The opinions of the mentors and the students' classroom teachers concerning this matter also added to the accuracy of the results.

An individual analysis of each student's grade point average compared the first and second quarter grades. An increase or decrease in achievement was determined mathematically. These quarterly grades were also compared to the previous school year's final grades. Again, basic mathematical calculations were used to determine if an increase or decrease in achievement occurred.

## CHAPTER 4

### RESEARCH FINDINGS

This study began with a pre-program mentor survey. This survey was administered to all mentors to establish their opinions and motivation concerning a mentorship program. In order to have a successful mentorship program, the mentors must have the motivation to provide a student with guidance and friendship to improve the success of the child. The mentors must also be goal oriented and see the program as a way to reach a goal.

Mentors were asked to respond to six questions (*see Appendix A*). These questions asked the mentors what their most important goal was in participating in the program and how their role of mentor fit into their views of teaching and pedagogy. They were also asked about the students' greatest potential needs and how they could be most influential. They had to realistically respond to the amount of time that they could give to a specific child.

In general, all respondents seemed to be goal-oriented individuals who put the success and well fair of the child first (*see Table 4.1*). They believe that a teacher's job is to teach the whole child not just academics. Students need encouragement to build their self-image to gain confidence in themselves in order to succeed. Tutoring students in their academics will not be the cure for their failing ill. Trying to get them to set goals and providing them with the tools to meet these goals successfully was the belief of the mentors. All mentors believed that a positive approach was the correct way to help these children. Encouragement, positive reinforcement, and providing the student with a

positive role model would be most successful. All mentors were willing to give up on the average a few minutes two to three days a week to meet the student on a one to one basis. On the days where formal meetings were not scheduled, all mentors were willing to make some form of informal contact with the student (*see Table 4.1*).

**TABLE 4.1**  
**TEACHER PRE-PROGRAM SURVEY RESULTS**

***Question #1: What would be the most important goal for you and/or your students in participating in this program?***

- organization and study skills
- to get him to complete credit completion
- academic success and improving one-on-one skills
- improve grades, organizational skills, and improve attitude towards school
- gain confidence in himself
- have a successful year
- raise grades in order to pass for the year
- to learn how to study for tests
- to support the personal growth of a former student
- to have a student recognize the importance of success at school and act on it

***Question #2: What do you see as our students' greatest potential need?***

- organization and study skills
- obtain passing grades
- trying their hardest on standardized testing
- academic confidence
- study and listening skills
- to learn and accept responsibility
- encouragement and self confidence
- self discipline and organizational skills
- positive attention from an adult
- test preparation
- consistency in study habits
- improve self-image
- becoming motivated and organized regarding school work

***Question #3: How do you think you will most influence the child?***

- encouragement
- being a positive role model
- seeing him often just to touch base
- in my appearance and my all-around ability to get tasks accomplished
- following through with my promises
- being the initial spark to get the academic flame burning
- believing in her in order to allow her to believe in herself
- being there and showing an interest

- personal contact
- positive reinforcement
- showing that someone cares
- setting goals related to study habits and monitoring progress
- positive reinforcement
- cultivation of potential
- showing her that school is worth the work and that she can succeed

***Question #4: How often during the week do you realistically think you will be able to make some form of contact with the child?***

- 3
- once or twice
- 3 to 4 at least
- 2
- 2 to 3
- 4 to 5
- 5
- 2 to 3 mornings and periodically after school
- 3 formal meetings and 2 informal
- 5

***Question #5: How often during the week do you hope to be able to make contact that lasts a minimum of 10 minutes?***

- 2
- once or twice
- 3
- 3
- 1
- at least once
- 2
- 2 to 3
- 2
- minimum twice, potentially daily

***Question #6: How does the role of mentor fit into your views of teaching and pedagogy?***

- a teacher must try to help each child succeed
- in a positive manner; helps my self-esteem
- lead by example and set a good example
- having a hands-on, one-to-one relationship will help to sharpen teaching skills
- challenge my true artistic ability in terms of finding and helping her find the style of teaching she can respond to

- bringing the level of teaching and learning to a more personal individual bases and perhaps making a difference for one child
- it would be ideal if every student could have a mentor
- the job of the teacher is to teach the whole child not just academics
- students will perform better when their own goals are addressed through individual instruction and assistance
- teachers should be mentors to all their students
- most school problems arise because no one takes the time and effort to be interested and helpful consistently

The students were given an initial attitudinal survey at the beginning of the study (*see Appendix B*). The statements of the survey concerned their attitudes about school and schoolwork, teachers, and friends. They were asked to respond on a scale of 0 – 4 to indicate the degree to which they agreed or disagreed with each statement. The same statements and response scale were used for a concluding student attitudinal survey at the end of the study (*see Appendix C*).

For both the initial and the concluding survey statements if a student chose 4, “strongly agrees”, for all twelve statements, a maximum score of 48 would be reached. Thus, an excellent attitude towards school and schoolwork, teachers, and friends could be concluded. A score of zero would thus represent an extremely poor attitude.

The initial student survey produced the following results: a mean of 28.8, a median of 28.5, a mode of 29, and a range of 13 (*see Table 4.2*). Thus, the overall attitudes of the at risk students were not extremely poor nor were they excellent. These results showed a neutral to an agreeable attitude toward each statement given. Only one student scored under a twenty showing a slant towards a more disagreeable attitude. One student scored 42. This student showed the best attitude towards school, schoolwork, teachers, and friends. The majority of the students, 7 of them, ranged from a score of 23 to 30 (*see Table 4.2*).

TABLE 4.2  
Initial Student Attitudinal Survey Results

Student #	Number of responses per category					Total score
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	0	0	5	5	1	29
2	0	3	3	3	2	26
3	0	2	5	1	3	27
4	0	1	2	8	0	29
5	0	1	2	2	6	35
6	0	2	3	2	4	30
7	0	4	2	5	0	23
8	0	0	1	0	10	42
9	0	0	6	4	1	28
10	2	2	4	3	0	19

MEAN: 28.8  
MEDIAN: 28.5  
MODE: 29  
RANGE: 1



The concluding attitudinal survey had the same questions as the initial survey but the phrase “because of my mentor” was added. Mentors reminded their students to include this phrase before every statement and to answer honestly. The results of this survey were as follows: a mean of 29.1, a median of 29.5, a mode of 28 and 35, and a range of 25 (*see Table 4.3*). Thus, the overall attitudes of the at risk children after five months of meeting with their mentors was still showing a neutral to an agreeable attitude toward school and school work, teachers, and peers. Their overall attitudes were not extremely poor nor were they excellent.

When the initial attitudinal survey is compared with the concluding survey an increase of .3 was seen for the mean and 1 for the median. This does not show a significant difference in attitude over the five month period. The range increase from 13 to 25 does however show a dramatic difference. Student #7 had a 12 point increase in attitude change. This was the largest and most significant change in attitude. Two other students had a change in the positive direction. One student had no change whatsoever. Three students, who scored one point below their initial survey, had extremely slight changes in the negative direction. Two students showed small changes in the negative direction by scoring three and four points below their initial score. The largest decrease was student #2 whose score went from a 26 down to a 20 (*see Table 4.3*).

TABLE 4.3

CONCLUDING STUDENT ATTITUDINAL SURVEY RESULTS

Student #	Number of responses per category				Total score range: 0-48 (poor-excellent)	Initial Survey Difference
	Strongly Disagree	Disagree	Neutral	Agree Strongly Agree		
1	0	1	5	4	31	+2
2	3	3	2	3	20	-6
3	3	3	0	4	23	-4
4	0	3	2	7	28	-1
5	0	1	2	7	34	-1
6	0	1	5	0	35	+5
7	0	0	5	3	35	+12
8	0	0	3	1	41	-1
9	0	2	4	6	28	0
10	5	1	4	1	16	-3

MEAN: 29.1  
MEDIAN: 29.5  
MODE: 28 & 35  
RANGE: 25

Each one of these students had contact with four teachers during the course of the school day; two teachers for the five major subject areas, one for health/gym, and one for a special area. These teachers were given an explanation of the mentoring program and a questionnaire to complete concerning the at risk student in their classroom. Each teacher was asked to agree or disagree with eight statements that were given. These statements dealt with the child's self-confidence and strengths, class assignments, study skills, and relationships in the classroom (*see Appendix D*).

The same eight statements were given to each child's teacher after the child had been meeting with their mentor for five months. The major subject area teachers and the gym/health teacher were exactly the same. The special area teachers had changed because the students only have each special area for 36 days.

One point was scored for every statement agreed upon by a teacher. Thus, 32 points was the maximum optimum score that a child could receive. A child that scored a 32 would have shown self-confidence, been aware of and satisfactorily completed all assignments, used good study skills, and got along with other students and adults in all his or her classes. At the other end of the scale a student who scored a zero would have shown none of these indicators.

The pre-survey completed by the teachers produced the following results: a mean of 16.9, a median of 19, a mode of 19 and 21, and a range of 21 (*see Table 4.4*). Thus, overall students' performance in the classroom concerning their self-confidence, assignments, and relationships was mediocre. No student scored higher than a 25 and lower than a 4. This accounts for the large range of scores. Eight students, the majority, scored between 9 and 22. Thus, only a range of 13.

The post-survey completed by teachers produced the following results: a mean of 18.4, a median of 18, a mode of 17 and 24, and a range of 24 (*see Table 4.4*). Thus, a 1.5 increase occurred in the average of the scores, but the range span increased by three points. The lowest score was again a 4 but the highest score rose three points to a 28. Without these two students, there would be a range of 9 for the other 8 children.

A comparison between the pre-survey and the post-survey results revealed that half the students, 5, had an increase in their score. Three students' scores increased by 5 or 6, and 2 students' scores increased by 2 and 3. Thus, positive changes were observed by their classroom teachers. Two students had no change whatsoever. Three students' scores decreased. Two students decreased by 1 and one student decreased by 4. Thus, small negative changes occurred in these students (*see Table 4.4*).

**Table 4.4**  
**STUDENT ANALYSIS**

*Student performance in class as observed by teachers*

**PRE-ANALYSIS**

<b>Student Number</b>	<b>Total Score</b> (min. 0. - 32 max.)	
1	22	
2	19	MEAN: 16.9
3	9	MEDIAN: 19
4	21	MODE: 19 & 21
5	25	RANGE: 21
6	19	
7	17	
8	12	
9	21	
10	4	

**POST ANALYSIS**

<b>Student Number</b>	<b>Total Score</b> (min. 0 - 32 max.)		<b>PRE-ANALYSIS DIFFERENCE</b>
1	24		(+2)
2	19		0
3	15	MEAN: 18.4	(+6)
4	20	MEDIAN: 18	-1
5	28	MODE: 17 & 24	(+3)
6	24	RANGE: 24	(+5)
7	16		-1
8	17		(+5)
9	17		-4
10	4		0

\*\*\*\* One point was scored for every statement agreed upon by a teacher. \*\*\*\*  
\*\*\*\* Thus, 32 points was the maximum optimum score. \*\*\*\*

Each student was individually evaluated in terms of grades, attendance, disciplinary referrals, and general improvement (*see Appendix E*). Students' final grades for the 96/97 school year were compared to the first and second quarter grades for 97/98 school year. Attendance and disciplinary referrals for the 96/97 school year were also compared to the first six months of the 97/98 school year.

Students' grade point averages (GPA's) were calculated for the 96/97 school year and for the first and second quarters of the 97/98 school year (*see Chart 4.5*). Nine of the ten students showed an increase in their GPA's during the first quarters. Only four students then continued to raise their GPA's during the second quarter. Three students' GPA's lowered due to second quarter grades but were still higher than their 96/97 GPA's. The GPA's of the other two students decreased not only from the first quarter but also from their 96/97 final GPA's.

Disciplinary referrals and days absent were also compared (*see Chart 4.5*). A "+" represents an improvement thus far in the school year compared to last school year. A "0" represent no change, while a "-" represents a change for the worse. Three students had less disciplinary referrals and seven students had better attendance.

Although the mentorship program has only been in place for five months, some positive outcomes, although small, have occurred. A small attitude change for the better has occurred in some of the students. Performance in the classroom as viewed by teachers on the average has increased somewhat. The majority of the students had an increase in their GPA's for at least one quarter and has shown an increase in 97/98 as compared to 96/97. The number of disciplinary referrals had improved for a few. Student attendance had improved so far for the majority of the students.

**TABLE 4.5**

**SUMMARY OF INDIVIDUAL STUDENT EVALUATIONS**

<u>GRADE ANALYSIS</u>				<u>DISCIPLINARY REFERRALS</u>				<u>ATTENDANCE</u>			
STUDENT NUMBER	GPA 96/97	GPA 97/98	GPA 97/98	GPA 97/98	96/97	97/98	TYPE OF	DAYS ABSENT	96/97	97/98	TYPE OF
		1st quarter	2nd quarter	3rd quarter	10 MONTHS	6 MONTHS	CHANGE	10 MONTHS	6 MONTHS	CHANGE	
1	1	1.8	1.2	1	1	0	+	5	3		+
2	0.2	0.4	0.6	1.2	1	1	0	20	4		+
3	0.2	0.6	1	1.4	1	8	-	2	2		0
4	0.8	2.6	1.2	1.6	6	2	+	30	25		+
5	1.2	2.4	1.6	2	2	8	-	31	15		+
6	0.2	0.8	1	1	0	2	-	9	2		+
7	0.6	0.8	0.4	1	0	1	-	24	10		+
8	0.8	1.2	1.6	1	3	1	+	4	0		+
9	0.6	1.4	0.2	0.4	0	1	-	18	22		-
10	0.4	0	0	0	6	6	0	9	10		-

<p>"+" = IMPROVEMENT          "-" = DECREASE          "0" = NO CHANGE</p>
---

A complete summary for each student can be found in Table 4.6. Student number one had a slight positive attitude change. This student showed a slight positive change in the classroom and they have had less disciplinary referrals to the vice-principals office. This person's attendance has improved also. This student's grades increased first and second quarter this year as compared to last year. They are expected to do about the same third quarter as last year.

The second student's attitude became worse after having a mentor. However, this student's teachers noticed no change in the classroom. Student number two had the same amount of disciplinary referrals so far this year as last year's total. Thus, we can assume that by the end of the school year, this year's total will exceed last year's. This student's attendance has been better this year, and every quarter shows an increase in grade point average.

Student number three also had a decrease in their attitude toward school, but this student's teachers have noticed a positive change in the classroom. Attendance remained the same, but more disciplinary referrals to the vice-principals office occurred. These disciplinary referrals did not have to be initiated by a classroom teacher. They could have been the result of misbehavior in the cafeteria, any other part of the building, or on the bus. This student's grades have consistently gone up every quarter this year.

The fourth student had a slight decrease occur in their attitude. This was also noted by the classroom teachers. Disciplinary referrals decreased while attendance increased. This student's grades significantly increased the first quarter. The second and projected third quarter grades have decreased but, they are still an increase from last year.

Student number five expressed a slight decrease in attitude, but this student's



teachers have seen a positive change in attitude. Attendance has improved this year, but behavior has not. This student has more disciplinary referrals within six months as opposed to the ten months of last year. Grades have improved every quarter when compared to 96/97. A slight decrease occurred second quarter, but the GPA was still 4 tenths higher than last year's.

Improvement was shown in student number six's attitude, classroom performance, and attendance thus far this school year. This student's grade point average has slowly increased also. Behavior, on the other hand, was the only factor that showed a negative change. In 96/97 this student had no disciplinary referrals. So far this year, 97/98, this student has two.

The most significant attitude change occurred in student number 7. Ironically, teachers viewed this student's classroom performance as slightly decreasing. Again, attendance increased but, more trips to the vice-principals office occurred. This student's GPA rose slightly first quarter but then decreased second quarter. This decrease was even lower than the final GPA for 96/97. The grades for the third quarter are projected to be the highest of all quarters.

The attitude of student number eight decreased slightly while all other factors improved. This student's teachers viewed him/her as improving. They have experienced less disciplinary referrals and better attendance. Grades have also improved compared to last year. A slight decrease in GPA is anticipated for the third quarter.

No change occurred in student number nine's attitude, but a decrease has occurred in many other areas. This student's attendance and behavior are worse. They have been referred to the vice-principal more often. The teacher's of this student also see a decrease

in this student's classroom performance. First quarter grades increased significantly from last year, but second and projected third quarters grades are lower than last year's.

Only one student, student number ten, showed a decrease in almost all areas. This student's attitude has decreased. The classroom teachers state that the performance in the classroom was extremely poor and it remains the same. The same number of disciplinary referrals has occurred so far for the past six months as the ten months of last year.

Attendance has become worse. Last year's GPA was .4. So far this year, this student had not passed one class. It has been revealed that this student is experiencing many emotional problems and thus has been referred to a child study team.

TABLE 4.6

**COMPLETE STUDENT SUMMARY**

Student Number	Attitude Change	Teacher Analysis of Student Change	Disciplinary Referral Change	Attendance Change	GPA 96/97	GPA 1st quarter 97/98	GPA 2nd quarter 97/98	GPA 3rd quarter projecte
1	(+2)	(+2)	(+)	(+)	1	1.8	1.2	1
2	(-6)	0	0	(+)	0.2	0.4	0.6	1.2
3	(-4)	(+6)	(-)	0	0.2	0.6	1	1.4
4	(-1)	(-1)	(+)	(+)	0.8	2.6	1.2	1.6
5	(-1)	(+3)	(-)	(+)	1.2	2.4	1.6	2
6	(+5)	(+5)	(-)	(+)	0.2	0.8	1	1
7	(+12)	(-1)	(-)	(+)	0.6	0.8	0.4	1
8	(-1)	(+5)	(+)	(+)	0.8	1.2	1.6	1
9	0	(-4)	(-)	(-)	0.6	1.4	0.2	0.4
10	(-3)	0	0	(-)	0.4	0	0	0

"+"= IMPROVEMENT  
 "-" = DECREASE  
 "0" = NO CHANGE

## CHAPTER 5

### CONCLUSIONS, IMPLICATIONS, AND FURTHER STUDY

Each of the ten mentors selected one student from a list of ten that were classified by this study as at risk. Of the ten mentor student pairs one resulted in complete failure where the relationship was ended by both student and teacher. This can be attributed to a personality conflict. Although two other mentors had feelings of frustration due to the fact that the student was not taking their advice, there was not a major personality conflict.

In this study, mentors chose at risk students. Some chose on the basis of past experience. Others chose haphazardly. Personality conflicts could be avoided if the at risk students were given the choice. The mentor can be more flexible in adjusting to the student's need as opposed to the student adjusting to the mentor. Therefore, if the student was given the choice concerning who he/she could relate to the best, the optimum help may occur due to a good relationship. If the relationship is hostile, then the student will not benefit whatsoever.

All mentors expressed in some way in the pre-program survey (*see Appendix A*) that they were willing to put time and effort to help a child. Each teacher kept a weekly log (*see Appendix F*) that kept records of the number of meetings, how long each one lasted, and what topics were addressed. Each mentor individualized the program to meet his or her student's specific needs. Many mentors expressed feelings of frustration concerning the fact that they did not believe they were making progress with this student.

It was found that the mentors wanted to see some form of results or feedback quickly. When they were not getting these wonderful responses immediately, frustration began to set in. Nine mentors took a more laid-back approach, while one mentor chose more aggressive methods. The aggressive, very goal oriented mentor was the only mentor whose relationship with their student ended with ill feelings. Thus, it can be concluded that when mentoring seventh and eighth grade students a very aggressive harsh approach might not produce beneficial outcomes. A friendship relationship in which the mentor tries to guide and help the student should occur. The mentor can not use forceful tactics to get the student to academically perform better. This counteracts the mentor's purpose.

The attitudes of the students were pre and post tested. The overall mean score increased by only .3 when both surveys were compared. The difference was shown in the range of scores. The pretest had a 13 point range while the posttest had a 25 point range. Therefore, even though the average score did not change significantly, a positive change in attitude can be concluded for the majority of the students. An average can be deceiving when one or two students score very low. It can not be assumed that the entire population being studied did not have a positive attitude change. When the ranges are compared, a positive change overall is shown. The range of scores almost doubled. Therefore, this shows that for many students having a mentor began to influence their attitudes about school in a positive fashion.

Each student was evaluated on subject performance and behavior by his or her classroom teachers. This evaluation occurred before the mentors began working with the students and also five months later. A comparison that was made between the pre- and

post- evaluations found an overall increase of 1.5 points. This was a small increase, but when looking at individual students five of the ten students' evaluation scores went up. Thus, it may be concluded that these students were beginning to show positive changes in the classroom area.

A complete student summary is found in table 4.6. Only three students had a positive attitude change and one student had no change. The other six students had a more negative attitude shown in the posttest as compared to the pretest. Ironically, the student with the largest improvement in attitude change was the student whose relationship failed with their mentor. Thus, other influences must have caused this student's attitude to improve. The other two students that had improvements in their attitudes had very positive experiences with their mentors. This was seen in the weekly journals of these mentors. Three students that had a decrease in attitudes had very good relationships with their mentors according to the mentors' perspective in their weekly journal. Two of these students showed improvement in the classroom according to their teachers. The third student showed no change in the classroom, but did show a change at home according to a response from his mother to a teacher. Thus, there does not seem to be any correlation between the student's attitudinal change and their change in the classroom as perceived by their teachers.

Only three students had less disciplinary referrals during the six months of this study as compared to the entire ten-month school year last year. The other seven students had already met or exceeded their number from last year. When the student's attitude and/or the teacher's perception of the student in the classroom is compared to the number

of disciplinary referrals there is no correlation. This could be due to the fact that the student has different teachers this year. What one teacher would refer to the vice-principal, another teacher would not and visa versa. The disciplinary referrals may not be coming from the classroom or even the school building. They could be coming from the bus. The exact causes of the disciplinary referrals for last year and for this year would need to be studied in the future to determine if there is any correlation.

Attendance had improved for 80% of the students. One of these students had no change in her attendance but, she was only absent two days last year and two days this year so far. Thus, this would not be considered an attendance problem. Of the two students who had a decrease in their attendance, one was the boy who had been referred to the child study team. The other student's attendance and tardiness made it difficult for her mentor to meet with her on any regular basis. During homeroom was a satisfactory time for both the mentor and the student to meet. This student arrived late many days during a week. Thus, the mentor could not meet with her as often as she hoped. The mentor thought that their relationship was good when they met. The mentor set up an incentive program to try to improve the student's attendance. This worked slightly according to the mentor.

Attendance improvement or decrease has shown no correlation with a student's attitude change, classroom performance change, or disciplinary referral change. Attendance, however, is directly related with grade improvement. The students who showed improvement in their attendance also showed improvement in this year's grade point averages as opposed to last year. For the first three quarters of 97/98, these students

GPA's either met or exceeded their GPA from 96/97. Except for the third quarter projected grade for student number one, students exceeded their GPA from last year. The two students whose attendance decreased also had a decrease in their grade point averages. Student number nine had only one quarter in which she raised her GPA above last year's. All other grades for both students were lower than last year's average. Thus, improving a child's attendance does have a positive effect on their grade point averages as shown in this study.

### **Further Study**

One can conclude from these results that if this study were to continue, attendance may be the main factor to target if the purpose is to help students pass their classes. Mentors being paired with at risk students in a better manner so personality conflicts do not occur will also contribute a more positive experience for both mentor and student. The more positive the experience the more someone will want to continue with that experience. Therefore, if the mentor can make this as positive of an experience as possible for the student, attendance will continue to rise and so also will grades. If this study were to continue for a longer period of time, it is hypothesized that a positive correlation would be seen between the relationship of the mentor, the student's attendance, and the student's grades.

Disciplinary referrals are another area that needs to be studied further. Data concerning the exact reasons for the disciplinary infractions should be collected. Thus, a more accurate comparison could be made to see if having a mentor has an impact on behavior.



This study gathered its results after a six-month period of treatment. The mentorship relationship should continue for a longer period of time to get more accurate results. A positive change in a student may not occur as fast as six months. The positive changes that did occur may have been coincidence. Therefore, these students' grades, attendance, disciplinary referrals, and classroom performance should continue to be studied to see long term trends.

The accuracy of the student's evaluation scores should be studied further. A student's evaluation score could have been influenced by several factors. The first factor is that there was one teacher change in all ten cases. The major subject area teachers stay the same all year, but the special area teachers change every 36 days. The special area teachers that did the pre-evaluation on the students were not the same special area teachers that did the post-evaluations. Not only did the teacher change but also the special area subject that the student was taking. A student can perform very well in one special area because that is their strength or is of interest to them. A student then 36 days later can start to perform very poorly because they are now in a special area class that is of no interest to them. This also occurred with gym and health. Students that had gym during the pre-survey now have health or visa versa. The teacher did not change but the subject did. Thus, these two classes create an uncontrollable factor when comparing individual student's pre- and post- evaluation scores. Special area teacher and gym/health teachers' scores could be eliminated. This however, would result in only two main subject area teachers to do the evaluations. The opinions of only two teachers may

not be substantial enough to draw a conclusion concerning the overall change in a student in the classroom.

Another factor that could have influenced a student's evaluation score is the fact that the evaluation survey had only two choices, agree or disagree. As not to burden the teachers and have a somewhat quick return with their responses, the survey was made as brief and easy as possible. But, instead of just circling agree or disagree with a general response to the statement, some teachers chose to respond in detail giving specifics. The writer of this survey did not anticipate this. Thus, it was very difficult for some teachers to actually commit to an "agree" or "disagree" type of response. This then could have influenced a student's score by a number of points. Therefore, a survey that had more categories to choose from may have given a more accurate response in this area.

The accuracy of the students' post attitudinal survey is also an area for further study.

The student was to respond to the statements as a result of them having a mentor. If the mentor pointed this out to the student as they were responding, then the results were more accurate. If the mentor did not do this then there is a chance that the student did not read carefully and did not take this into account. Thus, the attitudinal change seen may not be as accurate as possible.

### **Organizational Change**

Any time a program is changed, schedules are reorganized, students receive extra services, or new programs are introduced the organization has changed. In order to ensure that this is a change for the better, the results of the change must be reflected

upon. The change may need to be revised and may continually need to be revised in order to better the outcome for the students.

This mentor program was a new program that was introduced to help ten at risk students from failing. For these ten students and their ten mentors, the organization changed. It provided a challenging opportunity for teachers to help students on a one-to-one basis. It provided the student with extra support and guidance through the nurturing of a caring teacher.

When asked, many of the mentors had suggestions concerning ways to improve the mentorship. One possible change would be to have teachers identify within the first half of the first quarter of the school year any student that may be in need of help. This does not necessarily have to be the students that went to summer school or failed the previous year. Any disaffected student could be the target population. Students that pass but are very lonely socially could also be targeted. Having a profile of the student before they meet with a mentor would be helpful according to some mentors. The final suggestion for change was to make mentoring similar to a club. Having a title for the group, meeting once a month to do a fun activity, and having a system to drop and pick up students throughout the year may give these students a chance to feel special.

### **Leadership Development**

This study has allowed me to grow as a leader. It has made me see the importance of motivation. Mentors need to be encouraged and supported just as the students do. Many of the mentors had great expectations and goals for their student. It turned out to be a much slower process than was anticipated. This was discouraging.

Many mentors wanted to meet with their student more often or for longer periods of time but due to professional obligations there was not enough time in a day. This was also discouraging. As a leader you do not want these volunteers to give up. They need to be rewarded with notes or words of encouragement.

I found it very difficult to find a day that all ten mentors could meet. Even though we only tried this a few times, not once was it possible for everyone to participate. I found a need for the mentors to discuss amongst themselves what they were specifically doing with their student and how often they were meeting. Everyone was very interested in hearing others ideas and opinions as well as sharing their own. These meetings have made me realize once again that teachers are teachers because they care. If they are given the chance to professionally discuss a program, good ideas can be the result. If their ideas are put into practice, they will acquire ownership in the program. I don't think that as a leader I could ask for any more than professionals who are working together for the improvement of a program that will provide students with help. Hopefully, the future of this program will develop into just that.

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## **APPENDIX A**

### **Teacher Pre-Program Survey**

**Teacher Pre-Program Survey**  
**October 1997**

- 1) What would be the most important goal for you and/or your student in participating in this program?
  
  
  
  
  
  
  
  
  
  
- 2) What do you see as our students' greatest potential need.
  
  
  
  
  
  
  
  
  
  
- 3) How do you think you will most influence the child?
  
  
  
  
  
  
  
  
  
  
- 4) How often during the week do you realistically think you will be able to make some form of contact with the child?
  
  
  
  
  
  
  
  
  
  
- 5) How often during the week do you hope to be able to make a contact that lasts a minimum of 10 minutes?
  
  
  
  
  
  
  
  
  
  
- 6) How does the role of mentor fit into your views of teaching and pedagogy?



## **APPENDIX B**

### **Initial Student Attitudinal Survey**

## Initial Student Survey

*Please circle the number that corresponds with your feelings concerning each statement.*

0 - strongly disagree    1- disagree    2- neutral    3- agree    4- strongly agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. I find school a great place to come to every day.	0	1	2	3	4
B. I feel comfortable in my classrooms.	0	1	2	3	4
C. I don't mind doing my homework.	0	1	2	3	4
D. I do not find homework very hard.	0	1	2	3	4
E. I have a lot of friends in school.	0	1	2	3	4
F. I get together with these friends outside of school.	0	1	2	3	4
G. My teachers care about how I do.	0	1	2	3	4
H. I get recognized when I do something successfully.	0	1	2	3	4
I. I get in trouble every time I do something wrong.	0	1	2	3	4
J. I understand what my teachers teach in the classroom.	0	1	2	3	4
K. I ask for help whenever I have a question.	0	1	2	3	4
L. I do not find school boring.	0	1	2	3	4

Comments or suggestions:

## **APPENDIX C**

### **Concluding Student Attitudinal Survey**

## Concluding Student Survey

*Please circle the number that corresponds with your feelings concerning each statement.*

0 - strongly disagree    1- disagree    2- neutral    3- agree    4- strongly agree

<u>BECAUSE OF MY MENTOR:</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. I find school a great place to come to every day.	0	1	2	3	4
B. I feel comfortable in my classrooms.	0	1	2	3	4
C. I don't mind doing my homework.	0	1	2	3	4
D. I do not find homework very hard.	0	1	2	3	4
E. I have a lot of friends in school.	0	1	2	3	4
F. I get together with these friends outside of school.	0	1	2	3	4
G. My teachers care about how I do.	0	1	2	3	4
H. I get recognized when I do something successfully.	0	1	2	3	4
I. I get in trouble every time I do something wrong.	0	1	2	3	4
J. I understand what my teachers teach in the classroom.	0	1	2	3	4
K. I ask for help whenever I have a question.	0	1	2	3	4
L. I do not find school boring.	0	1	2	3	4

Comments or suggestions:

## **APPENDIX D**

### **Teachers' Evaluations of Students**

**To the teachers of : \_\_\_\_\_**

This student will participate in a mentorship program to improve his/her academic work and behavior (if applicable). The mentor that chose this student is \_\_\_\_\_. It would be helpful if you would complete this questionnaire as the student begins the program, in the middle of the program, and again after he/she has completed the program. I will send you another copy of this form at those times.

The mentor may need to see this student for a few minutes during your class time. If this becomes a problem, please let the mentor know as soon as possible. Please keep the mentor informed of this student's academic progress as you work together to help this child improve his/her performance.

Thank you for your cooperation. It is greatly appreciated.

Please indicate by circling A if you agree, and D if you disagree. Feel free to explain your answers if necessary. RETURN to C. Morehead by **THURSDAY, OCTOBER 23.**

This student:

- |  |   |   |
|--|---|---|
| 1. is self-confident.                        | A | D |
| 2. is aware of his or her strengths.         | A | D |
| 3. is aware of his or her assignment.        | A | D |
| 4. completes his or her assignments.         | A | D |
| 5. does satisfactory work in class.          | A | D |
| 6. uses good study skills.                   | A | D |
| 7. gets along well with other students.      | A | D |
| 8. gets along well with me and other adults. | A | D |

**To the teachers of : \_\_\_\_\_**

Please indicate by circling A if you agree or D if you disagree. Feel free to explain your answers if necessary.

Return to C. Morehead no later than **Friday, February 27**, 1998.

Sorry for the short notice.  
THANKS!

This student:

- |  |   |   |
|--|---|---|
| 1. is self-confident.                        | A | D |
| 2. is aware of his or her strengths.         | A | D |
| 3. is aware of his or her assignment.        | A | D |
| 4. completes his or her assignments.         | A | D |
| 5. does satisfactory work in class.          | A | D |
| 6. uses good study skills.                   | A | D |
| 7. gets along well with other students.      | A | D |
| 8. gets along well with me and other adults. | A | D |

## **APPENDIX E**

### **Individual Student Evaluations**



## STUDENT EVALUATION

Student Number: 1

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: E	English: C	English: E
Math: E	Math: D	Math: D
Reading: B	Reading: B	Reading: B
Science: C	Science: D	Science: D
Social Studies: E	Social Studies: C	Social Studies: D
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: C	English: C
	Math: E	Math: E
	Reading: D	Reading: D
	Science: D	Science: D or E
	Social Studies: D	Social Studies: D

### **II. ATTENDANCE**

**96/97**

# of days absent 5

**97/98 (thus far)**

# of days absent 3

**III.** Number of disciplinary referrals: 96/97 1 97/98 0

**IV.** Established a goal and seemed to work toward achieving it. YES **NO**

**V.** Mentor believes he or she improved. YES **NO**

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	YES	<b><u>NO</u></b>
Reading:	<b><u>YES</u></b>	<b><u>NO</u></b>
Science:	<b><u>YES</u></b>	<b><u>NO</u></b>
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. **YES** NO

## STUDENT EVALUATION

Student Number: 2

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: E	English: E	English: E
Math: E	Math: D	Math: D
Reading: D	Reading: D	Reading: C
Science: E	Science: E	Science: E
Social Studies: E	Social Studies: E	Social Studies: E
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: D	English: C
	Math: E	Math: E
	Reading: D	Reading: C
	Science: E	Science: E
	Social Studies: D	Social Studies: C

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (thus far)</b>
# of days absent <u>20</u>	# of days absent <u>4</u>

**III.** Number of disciplinary referrals: 96/97 1 97/98 1

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. **YES** NO

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	YES	<b><u>NO</u></b>
Reading:	YES	<b><u>NO</u></b>
Science:	YES	<b><u>NO</u></b>
Social Studies:	<b><u>YES</u></b>	NO

**VII.** Counselor believes he or she improved. YES **NO**

## STUDENT EVALUATION

Student Number: 3

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: E	English: E	English: E
Math: E	Math: E	Math: D
Reading: E	Reading: E	Reading: B
Science: D	Science: C	Science: D
Social Studies: E	Social Studies: D	Social Studies: E
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: C	English: C
	Math: D	Math: C or D
	Reading: E	Reading: D
	Science: C	Science: C or D
	Social Studies: E	Social Studies: E

### **II. ATTENDANCE**

**96/97**

# of days absent 2

**97/98 (thus far)**

# of days absent 2

**III.** Number of disciplinary referrals: 96/97 1 97/98 8

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. **YES** NO

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	<b><u>YES</u></b>	NO
Reading:	<b><u>YES</u></b>	NO
Science:	<b><u>YES</u></b>	NO
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. **YES** NO

## STUDENT EVALUATION

Student Number: 4

### **I. GRADES**

**96/97**

Final Grades

English: E  
Math: D  
Reading: C  
Science: E  
Social Studies: D

**97/98**

1<sup>st</sup> Quarter Grade

English: B  
Math: C  
Reading: A  
Science: C  
Social Studies: C

2<sup>nd</sup> Quarter Grade

English: B  
Math: E  
Reading: E  
Science: E  
Social Studies: B

3<sup>rd</sup> Quarter Interim

English: B  
Math: E  
Reading: C  
Science: D  
Social Studies: C

3<sup>rd</sup> Quarter Projected Grade

English: B  
Math: E  
Reading: C or D  
Science: D or E  
Social Studies: C

### **II. ATTENDANCE**

**96/97**

# of days absent 30

**97/98 (thus far)**

# of days absent 25

**III. Number of disciplinary referrals:** 96/97 6 97/98 2

**IV. Established a goal and seemed to work toward achieving it.** YES NO

**V. Mentor believes he or she improved.** YES NO

**VI. Teacher believes he or she improved.**

English:	<u>YES</u>	NO
Math:	YES	<u>NO</u>
Reading:	YES	<u>NO</u>
Science:	YES	<u>NO</u>
Social Studies:	<u>YES</u>	NO

**VII. Counselor believes he or she improved.** YES NO

## **STUDENT EVALUATION**

Student Number: 5

### **I. GRADES**

<b>96/97</b>		<b>97/98</b>		
<u>Final Grades</u>		<u>1<sup>st</sup> Quarter Grade</u>		<u>2<sup>nd</sup> Quarter Grade</u>
English:	E	English:	C	English: E
Math:	D	Math:	B	Math: C
Reading:	B	Reading:	C	Reading: D
Science:	C	Science:	B	Science: A
Social Studies:	E	Social Studies:	C	Social Studies: D
		<u>3<sup>rd</sup> Quarter Interim</u>		<u>3<sup>rd</sup> Quarter Projected Grade</u>
		English:	D	English: D
		Math:	B	Math: B
		Reading:	E	Reading: E
		Science:	B	Science: B
		Social Studies:	C	Social Studies: B

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (thus far)</b>
# of days absent <u>31</u>	# of days absent <u>15</u>

**III.** Number of disciplinary referrals: 96/97 2 97/98 8

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. YES **NO**

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	<b><u>YES</u></b>	NO
Reading:	YES	<b><u>NO</u></b>
Science:	<b><u>YES</u></b>	NO
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. YES **NO**

## STUDENT EVALUATION

Student Number: 6

### **I. GRADES**

96/97		97/98			
<u>Final Grades</u>		<u>1<sup>st</sup> Quarter Grade</u>		<u>2<sup>nd</sup> Quarter Grade</u>	
English:	E	English:	E	English:	E
Math:	E	Math:	E	Math:	D
Reading:	D	Reading:	C	Reading:	B
Science:	E	Science:	D	Science:	D
Social Studies:	E	Social Studies:	D	Social Studies:	E
		<u>3<sup>rd</sup> Quarter Interim</u>		<u>3<sup>rd</sup> Quarter Projected Grade</u>	
		English:	E	English:	E
		Math:	D	Math:	D
		Reading:	D	Reading:	D
		Science:	D	Science:	D
		Social Studies:	C	Social Studies:	C

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (thus far)</b>
# of days absent <u>  9  </u>	# of days absent <u>  2  </u>

**III.** Number of disciplinary referrals: 96/97   0   97/98   2  

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. **YES** NO

**VI.** Teacher believes he or she improved.

English:	<u><b>YES</b></u>	<u><b>NO</b></u>
Math:	<u><b>YES</b></u>	NO
Reading:	<u><b>YES</b></u>	NO
Science:	<u><b>YES</b></u>	NO
Social Studies:	<u><b>YES</b></u>	NO

**VII.** Counselor believes he or she improved. **YES** NO

## STUDENT EVALUATION

Student Number: 7

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: D	English: E	English: C
Math: E	Math: D	Math: E
Reading: E	Reading: E	Reading: E
Science: C	Science: D	Science: E
Social Studies: E	Social Studies: C	Social Studies: E
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: C	English: C
	Math: D	Math: D or E
	Reading: E	Reading: D or E
	Science: E	Science: D or E
	Social Studies: E	Social Studies: E

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (<i>thus far</i>)</b>
# of days absent <u>24</u>	# of days absent <u>10</u>

**III.** Number of disciplinary referrals: 96/97 0 97/98 1

**IV.** Established a goal and seemed to work toward achieving it. YES NO

**V.** Mentor believes he or she improved. YES NO

**VI.** Teacher believes he or she improved.

English:	<u>YES</u>	NO
Math:	YES	<u>NO</u>
Reading:	YES	<u>NO</u>
Science:	YES	<u>NO</u>
Social Studies:	YES	<u>NO</u>

**VII.** Counselor believes he or she improved. YES NO

## STUDENT EVALUATION

Student Number: 8

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: C	English: D	English: D
Math: E	Math: E	Math: D
Reading: C	Reading: C	Reading: B
Science: E	Science: D	Science: C
Social Studies: E	Social Studies: C	Social Studies: D
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: E	English: E
	Math: D	Math: D or E
	Reading: D	Reading: D
	Science: D	Science: D
	Social Studies: C	Social Studies: C

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (thus far)</b>
# of days absent <u>4</u>	# of days absent <u>0</u>

**III.** Number of disciplinary referrals: 96/97 3 97/98 1

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. YES **NO**

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	<b><u>YES</u></b>	NO
Reading:	<b><u>YES</u></b>	NO
Science:	<b><u>YES</u></b>	NO
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. **YES** NO



## **STUDENT EVALUATION**

Student Number: 9

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: E	English: C	English: D
Math: C	Math: D	Math: E
Reading: E	Reading: D	Reading: E
Science: D	Science: E	Science: E
Social Studies: E	Social Studies: B	Social Studies: E
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: E	English: E
	Math: E	Math: E
	Reading: E	Reading: E
	Science: E	Science: E
	Social Studies: C	Social Studies: C

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (<i>thus far</i>)</b>
# of days absent <u>18</u>	# of days absent <u>22</u>

**III.** Number of disciplinary referrals: 96/97 0 97/98 1

**IV.** Established a goal and seemed to work toward achieving it. **YES** NO

**V.** Mentor believes he or she improved. YES **NO**

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	YES	<b><u>NO</u></b>
Reading:	YES	<b><u>NO</u></b>
Science:	YES	<b><u>NO</u></b>
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. YES **NO**

## **STUDENT EVALUATION**

Student Number: 10

### **I. GRADES**

<b>96/97</b>	<b>97/98</b>	
<u>Final Grades</u>	<u>1<sup>st</sup> Quarter Grade</u>	<u>2<sup>nd</sup> Quarter Grade</u>
English: E	English: E	English: E
Math: E	Math: E	Math: E
Reading: E	Reading: E	Reading: E
Science: C	Science: E	Science: E
Social Studies: E	Social Studies: E	Social Studies: E
	<u>3<sup>rd</sup> Quarter Interim</u>	<u>3<sup>rd</sup> Quarter Projected Grade</u>
	English: E	English: E
	Math: E	Math: E
	Reading: E	Reading: E
	Science: E	Science: E
	Social Studies: E	Social Studies: E

### **II. ATTENDANCE**

<b>96/97</b>	<b>97/98 (<i>thus far</i>)</b>
# of days absent <u>  9  </u>	# of days absent <u> 10 </u>

**III.** Number of disciplinary referrals: 96/97   6   97/98   6  

**IV.** Established a goal and seemed to work toward achieving it. YES **NO**

**V.** Mentor believes he or she improved. YES **NO**

**VI.** Teacher believes he or she improved.

English:	YES	<b><u>NO</u></b>
Math:	YES	<b><u>NO</u></b>
Reading:	YES	<b><u>NO</u></b>
Science:	YES	<b><u>NO</u></b>
Social Studies:	YES	<b><u>NO</u></b>

**VII.** Counselor believes he or she improved. YES **NO**

## **APPENDIX F**

### **Weekly Log**

## Weekly Progress Sheet

Date: \_\_\_\_\_

1) How many times were small (1-2min.) contacts made? 0 1 2 3 4 5 other \_\_\_\_\_  
(please circle)

2) How many times did you have meetings? 0 1 2 3 4 5 other \_\_\_\_\_  
(please circle)

3) Approximately how many minutes did each meeting last? meeting #1: \_\_\_\_\_ min.  
meeting #2: \_\_\_\_\_ min.  
other: \_\_\_\_\_

4) The general topic(s) of discussion was: homework grades teachers  
(please circle) peers parents interests

other: \_\_\_\_\_

5) The student's reaction was: very quiet and closed  
(please circle) somewhat open  
very talkative and open

other: \_\_\_\_\_

explanation (if appropriate):

\_\_\_\_\_

6) Significant events that hindered making contact or meetings: \_\_\_\_\_  
(if appropriate) (ex: student absent 2 days)

7) Reflections, thoughts, comments, feelings:

\_\_\_\_\_

\_\_\_\_\_

## **Biographical Data**

Carolyn Morehead

April 15, 1966, Philadelphia, Pennsylvania

Paul VI High School

Bachelor of Science, Mathematics, Cabrini College

Bachelor of Science in Education, Cabrini College

Masters of Arts, Teaching of Mathematics, Glassboro State College

Teacher, Monongahela Middle School, Deptford, 8<sup>th</sup> grade reading, math, science