



**Mentoring – A Journey of Learning**, Portoroz/Slovenia March 24<sup>th</sup>-30<sup>th</sup>2006

# **COURSE EVALUATION**

# **TOOLS**

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# Formative Programme Evaluation

## Goals

Participants explore their impressions of the course in order to inform the trainers:

- a. About how they would like to proceed;
- b. What they would like to see included in the programme;
- c. In what way they would like to work together.

This will enable trainers to adapt to the needs of the participants.

## Conditions

Since people will work in pairs there should be the possibility to do so without bothering each other, so either people must be able to sit together face to face or they must be having places to retreat for their talks.

## Process

1. Choose an other participant to share your thoughts with
2. Tell him, or her, what you think of the programme so far
3. Invite the other participant to do the same
4. Talk about why you evaluate the programme as you do
5. Try to reach some conclusions and write them on a flip chart

## Material

As material you may use the sheet printed on the next page.

### **INVENTORY of NEEDS**

- What would you like to be included in the rest of the programme?
- What kind of activities would you prefer to engage in?
- What tasks would you like to work on?
- What would you like to share with others?
- What would you like to get advice about?
- Is there any additional theme (not included in the programme yet) you would like to receive an input about?

Formulate your conclusions in brief statements:

1.

2.

3.

4.

5.

6.

If applicable add the things you or your fellow participant would like to be included in the programme, but on which you did not reach an agreement.

# Cats and Dogs?

## Goal

Reflecting on the programme sometimes is easier when it is not in words and what's more not in a foreign language. That is why images are used to express the appreciation you feel for this programme and everything that is included in it. That way you can give feedback to the trainers, so they understand how their efforts affect you. That will enable them to improve their future performance and it will help the respondents to deepen their understanding of what is valuable and not valuable to them. Both respondents and trainers will learn from this activity.

## Conditions

It is basically an individual activity. In the end people will share their answers. No particular conditions are required.

## Process

At first participants will fill out the form individually. In the end it is illuminative to exchange the conclusions reached. Sit together in a circle and share the answers. Make it fast, so everybody gets a turn, without it all being a too lengthy event.

## Material

<p>To what animal would you like to compare the course so far?</p> <p>a. To a snake: It is far from linear; it is slightly poisonous to me</p> <p>b. To a bird: It gives an overview, but it has too high a level</p> <p>c. To an owl: It brings wisdom, but a one way view only</p> <p>d. To a(n).....</p> <p>e. ....</p> <p>f.</p> <p>g.</p>
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# **I can get (no) satisfaction**

## **Goal**

This tool helps you to assess how you appreciate the course in a systematic way by reflecting upon your log.

## **Conditions**

There must be an opportunity to work in pairs.

## **Process**

Individual reflection followed by answering the questions on the form. After that reflections may be shared in pairs or threes.

## **Material**

The sheet printed on the next page.

## **I can get (no) satisfaction**

- a. You have kept a log of your activities and your learning
- b. Reflect on it and write down your most important learning results.
- c. Discuss what you have learned with one, or two of your colleagues in the course.
- d. Re-formulate the outcomes if the discussion led to additional results.
- e. Indicate your satisfaction with this outcome with a number from:

Dis-satisfied      1      2      3      4      5      Satisfied

Motivate your answer:

# How far did you get?

## **Goal**

Reflect on the progress made as feed back to your self and to the trainers

## **Conditions**

A spacious room.

## **Process**

Participants answer the question individually after having reflected on it a few minutes.

Then they are invited to actually choose the position on an identified line in the room.

Eventually the trainer asks a few trainees why they have chosen the position they chose.

## **Material**

See next page:

## How far did you get?

- What did you hope to learn from this course?
- Suppose the distance from where you came from to where you hoped to arrive is ten miles. How many miles do you still have to cover?  
.....Miles
- Motivate your answer:
- Go and stand on the line the trainer has pointed out

# **My view**

## **Goal**

Feeding back your impressions to yourself to the group and to the trainers in order to help all parties concerned to improve atmosphere of the course

## **Conditions**

No special requirements

## **Process**

Participants individually answer to the question posed. The most important part is the next part in which people share their impressions. It is that dialogue that must give a better understanding of what improvements still are needed

## **Materials**

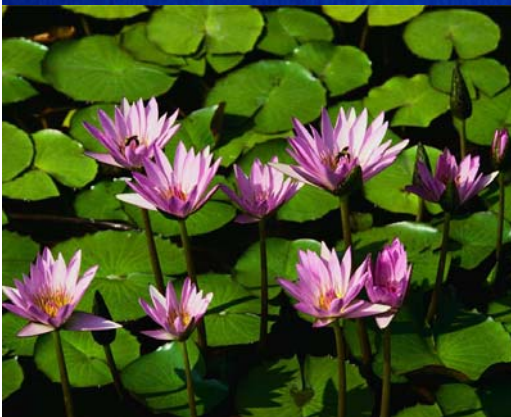
See next page:

# My view

What atmosphere do you experience in this course?

Wide views

Warmth



Growth

Crystallized ideas

Other, if so, what?

.....

.....

.....

.....

# THE CONDITIONS OF MENTORING

## Goal

This instrument may be used to describe

- What is needed to make a mentee learn?
- Does the mentor provide these condition?
- What does it take to be a good mentor?
- Does the organization allow mentors to be good mentors?

Mentoring is good when all conditions at all four of these levels are fulfilled.

Conditions that may not be fulfilled may give you a better insight in the things that do not work and in the reasons why they don't work.

## Conditions

This instrument may best be used by the mentor, the mentee and by people with an organizational or a teacher training responsibility. Using this instrument is a shared activity of all parties concerned.

It requires an investigation and as such it will take quite some time and a few meetings before all data are available.

## Process

One person manages the process. This person takes the responsibility to fill out all the questionnaires. The others involved serve as respondents or as sources of information they can derive from documents or interviews with again others.

The final results will be transferred to the grids so the patterns may be visualized and compared. By looking at the interrelations between the patterns at all four levels it will be possible to identify areas of concern that will need improvement. The analysis will provide better understanding about why things do or do not work out well.

## Material :

Four checklists and four grids to put the data in.

# 1. Conditions of Learning of Mentees

## **Motivation**

1. Mentees have a basic devotion/dedication/commitment
2. Feel acknowledged and recognised
3. Are aware of basic personal and professional needs
4. Feel safe and secure
5. Regard their mentor(s) highly
6. Consider the learning process feasible
7. Are aware of the rewarding side of the learning
8. Know the goals of the learning

## **Experience**

9. Get access to knowledge, attitudes and skills
10. Have opportunities to show and share experiences
11. Have access to realistic settings
12. Have opportunities to see experts at work
13. Are confronted with various approaches
14. Have room for dialogue
15. Have opportunities for experimentation
16. Feel allowed to make mistakes

## **Reflection**

17. Are observed/assessed/evaluated
18. Get feedback on their performance
19. Get feedback from various perspectives
20. Have a picture of how others perform
21. Get suggestions for improvement
22. Have room for debate
23. Get expert evaluations/reflections
24. Are allowed room for diversity

## **2. Actions by which mentors create these conditions**

### **They motivate**

1. Have a careful intake session
2. Perform a needs assessment to identify the needs of the mentee
3. Clarify goals and help mentees to do that
4. Make clear what the mentor wants to get out of it for him/herself
5. Approach mentees as professionals; not as pupils
6. Are practice oriented and/ or make mentee become aware of the relevance of the mentoring/learning experience
7. Are clear about the wide range of experiential areas (knowledge, attitudes, skills, personal traits, emotions)
8. Always round up the mentor sessions with a positive perspective in order to avoid frustrated feelings that will last

### **They provide opportunities for learning**

9. Serve as a model teacher
10. Serve as a model "learner"
11. Create and organise practical experiential situations
12. Provide tools for reflection and self analysis
13. Serve as a partner in conceptualising, planning and delivering work
14. Provide standards, benchmarks criteria, norms
15. Provide expert inputs, suggestions
16. Are reflective rather than instructive

### **They organise feedback**

17. Give feedback on performance
18. Organise feedback from pupils, fellow trainees, teachers (360 degrees)
19. Serve as a sparring partner in exploring options for further development
20. Create opportunities for professional debate with peers and others
21. Allow for differences of view and opinion
22. Are supportive
23. Listen, listen, listen
24. Are action focused

### **3. Conditions for being a good mentor**

#### **They are motivated**

1. Feel that mentoring is a valuable task
2. Feel acknowledged as a mentor
3. Have a shared and clear idea of the goals and purpose of mentoring
4. Are rewarded for being a mentor (hours, money, or whatever)
5. Feel part of a social group of mentors
6. Have a positive/constructive feeling about the(ir) mentee(s)
7. Have opportunities to feed back your findings into the school
8. Have the freedom to work within situations in which a match was found between mentor and mentee (personally and professionally)

#### **They have a work situation that allows for good mentoring**

9. Have opportunities to think through, plan and organise mentoring
10. Have access to information on mentoring
11. Have opportunities to see others at work as mentors
12. Have a clear outline of the range of activities included in the profession
13. Have a clear picture of the competences needed for mentees
14. Have know how mentoring may play a part in life-long learning of teachers
15. Have a work situation that allows for their own learning
16. Have opportunities to see mentors in other schools than their own

#### **They have a reflective work situation**

17. Are part of a group to share thoughts with
18. Get information about the performance of mentees in practice
19. Get feedback on their own performance
20. Elaborate and make explicit the practice theory on mentoring they use
21. Take part in debates or further studies in order to improve their mentoring
22. Have a set of quality standards on mentoring
23. They are held accountable
24. They are rewarded for good mentoring

## 4. Environment to fulfil these conditions

### **Motivating conditions**

1. Mentors are experienced and highly regarded teachers
2. Mentors are trained and prepared for mentorship
3. Mentors should be awarded an official qualification as a mentor
4. Mentors are part of a wider circles of professional mentors
5. Mentors work within the safe condition of a kind of professional code
6. Mentorship provides mentors with certain rewards
7. Mentors should be allowed some freedom to choose their own mentees
8. Mentors are appointed and facilitated in terms of time and salary

### **Mentoring system**

9. Mentoring is organised as a structural opportunity for mentees
10. Mentoring is formalised without being rigid
11. Mentors are considered a distinct professional group
12. Mentoring is embedded in the school curriculum
13. Mentoring is embedded in the TT curriculum
14. Mentoring is organisationally embedded in the school organisation and in a wider context of institutions (TT college/ research institutes/ other)
15. Mentoring has a continuity through stages of careers
16. Mentoring reaches from initial training, through induction to in-service

### **Professional feedback**

17. Mentoring is embedded in professional structures (mentors, staff, teacher trainer, staff developers, school managers/leaders,etc.)
18. Mentoring is considered a source for school development
19. The mentees are listened to as valuable evaluative respondents.
20. Mentors are having a system of quality control and peer consultation.
21. Mentors have regular opportunities to share problems and dilemma's.
22. Mentoring is rewarded financially
23. Being a mentor has high status
24. Mentors rotate form one school to an other



**Score form 1**

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
	5																								
4																									
3																									
2																									
1																									

N.B To indicate your scores fill the squares

**Score form 2**

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Score per item	5																								
	4																								
	3																								
	2																								
	1																								

N.B To indicate your scores fill the squares

**Score form 3**

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Score per item	5																								
	4																								
	3																								
	2																								
	1																								

N.B To indicate your scores fill the squares

**Score form 4**

Items		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Score per item	5																								
	4																								
	3																								
	2																								
	1																								

N.B To indicate your scores fill the squares

## SELF EVALUATION PROFILE

### **Goal**

Self assessment of how good a mentor you are. It is a tool for self reflection and improvement.

### **Conditions**

No particular conditions are required

### **Process**

Individual self-reflection while filling out this form. After having filled out this form it is possible to identify areas of concern and learning for yourself  
It may be useful to discuss it with colleagues but that requires good agreements on confidentiality.

### **Material**

See next page

## SELF EVALUATION PROFILE

Tick the numbers you think are applicable

	Yes				No
1. As a Mentor I am sensitive to, and able to connect with mentees during mentoring sessions	1.	2.	3.	4.	5.
2. I am able to motivate mentees both in the sense of giving the right information as well as in radiating their own enthusiasm	1.	2.	3.	4.	5
3. I am a good inquisitive learner demonstrating my abilities as a model	1.	2.	3.	4.	5
4. I am a skilled teachers, able to demonstrate my ability	1.	2.	3.	4.	5
5. I can listen well and empathically to my mentees	1.	2.	3.	4.	5
6. I can observe accurately the behaviour of the mentees in practice situations and during mentoring sessions	1.	2.	3.	4.	5
7. I am open minded in my evaluation and judgement of the behaviour and personal characteristics of the mentee	1.	2.	3.	4.	5
8. I am able to give adequate feedback (given the needs of the mentee during mentoring sessions)	1.	2.	3.	4.	5
9. I am able to find a balance between comforting and confronting (Feedback that makes things move, rather than get stuck)	1.	2.	3.	4.	5
10. I can be clear and concise in my messages (I reveal things, rather than cover them)	1.	2.	3.	4.	5
11. I am highly committed but don't get involved too much with mentee matters and mentees	1.	2.	3.	4.	5
12. I have a professional interest in mentoring; I value my role as a mentor and act accordingly.	1.	2.	3.	4.	5
13. I am able to work strategically and systematically	1.	2.	3.	4.	5
14. I am aware of the theories they use. They are aware of the underpinning of their actions and act accordingly.	1.	2.	3.	4.	5
15. I am able to reflect upon my work and on its theoretical basis.	1.	2.	3.	4.	5
16. I am able to relate the information observed and gathered in the mentoring sessions to school development, school policy and to their professional knowledge base.	1.	2.	3.	4.	5
17. I am able to deal with diversity of many kinds (gender, cultural, style, age, stage, social background).	1.	2.	3.	4.	5
18. I am evaluative and critical towards my own work.	1.	2.	3.	4.	5