International Telementor Program
Program Evaluation for Student and Mentor Surveys
Fort Collins, Colorado
(Preston Middle School)
October 2010- November 2012

Writing with Impact Project Overview

Preston Middle School Comprehensive Report

Chance W. Lewis Ph.D.
Bettie Ray Butler Ph.D.
University of North Carolina Charlotte

Chance W. Lewis, Ph.D. is the Carol Grotnes Belk Distinguished Professor of Urban Education and Director of *The Urban Education Collaborative* in the College of Education at The University of North Carolina at Charlotte. Dr. Lewis can be reached by e-mail at chance.lewis@uncc.edu or on the web at http://www.chancewlewis.com.

Bettie Ray Butler, Ph.D. is an assistant professor of urban education in the College of Education at The University of North Carolina at Charlotte.

EXECUTIVE SUMMARY

Program Overview

The International Telementor Program (ITP) creates matches between industry professionals from ITP sponsor companies and students while targeting specific communities around the world. ITP creates project-based online mentoring for students and teachers in classroom and home school environments with a focus on serving a diverse student population. Since 1995, over 28,000 students have been served through nine countries.

Parameters of this Program Evaluation Research

This independently conducted program evaluation covers two programs years (2010 – 2012). Specifically, this program evaluation research includes teacher, student and mentor results from the aforementioned years. This program evaluation report is divided into three specific areas: (a) teacher overall thoughts about the ITP program at Preston Middle School, (b) survey results from student surveys in the *Writing with Impact* project and (c) survey results from mentor surveys.

Teacher Results

Based on the comments in this report, teachers reported impactful improvement in their students academic growth in a variety of categories. More specifically, teachers witnessed significant improvement in writing skills, self-directed learning and critical thinking skills. While students at certain points had slightly different views of their achievement in the program; teachers were able to clearly notice the overall growth of students individually and collectively.

Teachers were asked to describe the impact of the ITP program at Preston Middle School. Due to the large size of the qualitative responses, here are a few highlights of teacher responses:

- *The students level of understanding and ownership of the knowledge in my ITP class is very evident. Students from last year can re-call information and facts from different classes, guest speakers and field trips. Those students are using the knowledge from their ITP class to improve and create answers to real problems this year. Those students understand that interviewing professionals and having an authentic audience will make their work better and more important. The students are not happy to just do work for their teacher. They have done work that is meaningful and understand that this type of work is very self satisfying.*

- *ITP allows for students to have one on one attention and get immediate feedback from someone who is 100% invested in the student. Students are very excited to see what their mentor has said or shared. Students are excited to share with other students what they have learned from their mentor. Students are truly bummed when they do not have a message or when there is a back-up mentor writing to them. All of this supports the work of a STEM school and what a STEM school wants for their students. Students are working*

on their projects during their free time, during their 9th hour, and during their Saturdays and Sundays, even their summer breaks!!

Student Results

Students were asked during this program evaluation process if they were taking greater control of their academic success as a result of being in this program. According to Figure 7 in this report, approximately 88% of students involved in this project at Preston Middle School are now taking more ownership of their academic futures.
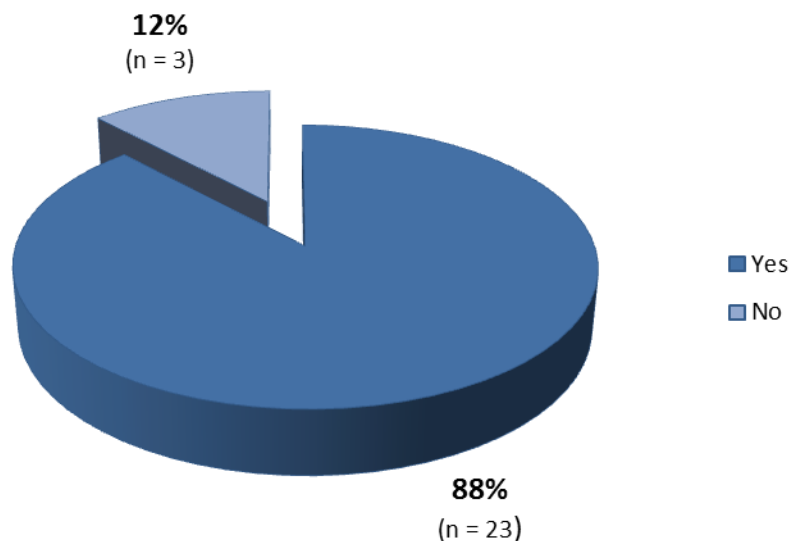
12%
(n = 3)

Yes
No

88%
(n = 23)

This data should be exciting for the ITP program and all of the constituents given that these students are now excited about their educational endeavors. Additionally, students are seeking to understand ways they can change the world through their pursuit of knowledge in their hands-on projects with their mentors.

Mentor Results

Mentors selected by the ITP program were asked to assess the areas where they felt they had the most impact with students. According to mentor respondents, they indicated they were of valuable assistance in the following areas below:
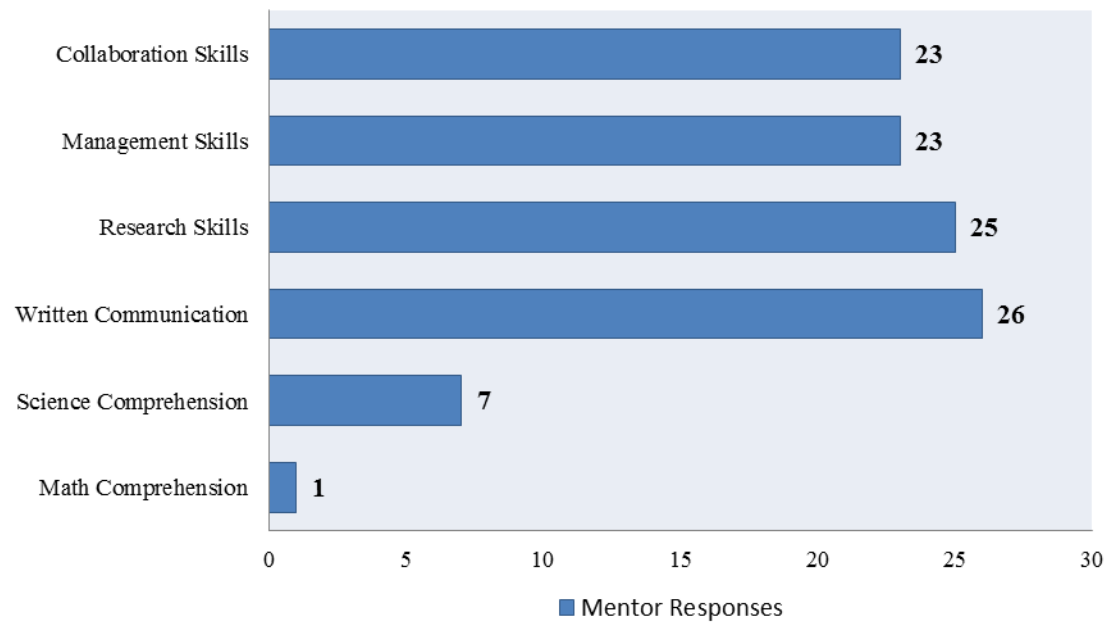
Based on these responses, all areas except science and math comprehension were seen as areas of strength by the mentors. As a result, the data found that this is an area that should be improved in the future.

Summary

In summary, after evaluating the teacher, mentor and student survey responses from 2010-2012 on this specific project, it appears that the ITP program has been highly successful in assisting students to become more 'proactive learners'. With a large number of teachers, mentors and students involved in this program, all data indicates that this program is doing very well in relation to impact on student growth.

About the Researcher

Chance W. Lewis, Ph.D. is the Carol Grotnes Belk Distinguished Professor and Endowed Chair of Urban Education at the University of North Carolina at Charlotte. Also, he is the Director of the Urban Education Collaborative. If there are any questions related to the research results, Dr. Lewis can be contacted at (704) 743-4207 or by e-mail at chance.lewis@uncc.edu.

Teacher Perceptions of the ITP Program at Preston Middle School

To assist with the evaluation process, teachers directly involved with the International Telementor Program (ITP) at Preston Middle School in Fort Collins, Colorado were asked to identify their perceptions of the program on student achievement in various content areas. Additionally, areas such as student empowerment over their own education and the pursuit of postsecondary academic goals were also discussed by teachers at this school site. Listed below are snapshots of the highlights from teachers on the impact of the ITP program.

Teacher A Comments
• *The International Telementoring has been an amazing support for our STEM school and how we are trying to STEM mission, which is to "Make the world a better place." Students here at Preston are able to find something that interests them, and devote their energy toward that interest. I thought that many students would pursue an interest that was self-serving, yet over the last two school years I have students who are pursuing the following topics: eliminating Malaria in Africa, Water Conservation, Athletic Camps for Students with Disabilities, Preventing Coral Bleaching, Saving Grizzly Bears, and Understanding the Criminal Brain. Through these projects, students are trying to become the change they would like to see in the world.*
• *When allowed to choose a topic they are interested in, students invest not just more energy, but more of themselves in this process. Because it is something they care about, they are willing to work harder, work longer, because it means something to them, personally. Also, by having student engage in constant communication, writing with a purpose and an audience, as well as collaborating constantly with their mentor, students are always improving in their writing. With the amount of reflective thought that is required, the amount of self-evaluation, students learning how to consider more than one perspective, more than one idea, and more than one way of doing things, all of these things lead to better learners. Allowing student the space to collaborate with professionals, not teachers or students, but professionals, there is a different investment on part of the students: the work they produce feels real, relevant, and that it will not just receive a grade and be tucked away in the box of forget. It has purpose for these students.*
• *I would love it if each teacher in this school had one Telementoring class. I think for every child to have the opportunity to pick a topic hey were interested in, really learn about it, invest not in an assignment, but in themselves, would be a great experience. It is not just a great experience for kids, but one for teachers as professionals. I have learned so much from the last two school years, and I have been able to self-evaluate and self-reflect on what I am doing as a teacher and what I am asking students to do. It has been so valuable in order to figure out what is most important, and what I want really want kids to learn, as well as why certain assignments and skills are so valuable.*

Teacher B
• *The connection of professionals to Preston students is of such high importance that Preston has built it into its STEM School Model a 'Professional Networking/Mentoring' component. The importance of real world problem based learning for this generation cannot be over emphasized. This generation is highly altruistic and motivated to make a positive difference and working with mentors on solutions to big problems is the best way to keep them engaged in learning and being socially responsible.* • *When Preston set out to become a world-class STEM Middle School, we recognized early that our internal efforts to obtain and manage mentors for our students was not scalable. ITP became the only realistic option and fortunately for us, a high-quality option.*

Teacher C

- *ITP allows for students to dig deep into an area that is a passion of theirs. ITP allows for students to have one-on-one attention and get immediate feedback from someone who is 100% invested in the student. Students are very excited to see what their mentor has said or shared. Students are excited to share with other students what they have learned from their mentor. Students are truly bummed when they do not have a message or when there is a back-up mentor writing to them. All of this supports the work of a STEM school and what a STEM school wants for their students. Students are working on their projects during their free time, during their 9th hour, and during their Saturdays and Sundays, even their summer breaks!!*

- *Finding 33 mentors to work with my students would be impossible for me to do on my own. ITP has taken all of that work off of my shoulders and I truly have 33 mentors that are invested in my students and their project. The mentors message my students all the time and their messages are full of different teaching points. The mentors message/email me asking about their students. If they have not received a message, the mentor will contact me and ask if the student is okay, can I share any info about their student that will help the mentor send more effective messages. When I read the messages that are sent by mentors and students I feel like I have struck gold being partnered with ITP.*

- *There are MANY benefits of the ITP program. Several of them are student engagement, level of understanding and ownership of the knowledge, sense of confidence.*

- *Student engagement in my ITP class is out of this world. Every single day 100% of my students are actively engaged in their pieces of the project. Every day I hear at the end of class, "This period is over? Oh man, I was just getting started." "Boy, this class goes so fast." I have also noticed that the attendance rate in that class is higher than any other class I teach.*

- *The students level of understanding and ownership of the knowledge in my ITP class is very evident. Students from last year can re-call information and facts from different classes, guest speakers and field trips. Those students are using the knowledge from their ITP class to improve and create answers to real problems this year. Those students understand that interviewing professionals and having an authentic audience will make their work better and more important. The students are not happy to just do work for their teacher. They have done work that is meaningful and understand that this type of work is very self satisfying.*

- *Throughout the last two years, the confidence in the students that are in the ITP class have grown so much more than other 6th graders. The students in the ITP class are not afraid to make a phone call to professionals, write a letter/email to an expert, ask tough questions of other students and adults, share their thoughts and ideas to different groups of people. The students love it when there are visitors in our classroom. It is a whole new audience to share their work with.*

- *I would love for every Preston student to get the chance to experience the type of education that my ITP classes have experienced. When students that do not have a mentor ask students that do have a mentor what it is all about, the non-mentor student says, "I wish I had one of those."*

Teacher D

- *The Telementor Program has served as a valuable and meaningful resource for students at Preston Middle School . This collaborative program assumes the role of added assistance for teachers and students, by offering up extra support. I have observed many of my students' mentors encourage greater depth, complexity and sophistication of bigger, more purposeful ideas.*

- *With viral mentors acting as a rudder, students are inspired to extensively conceptualize and reflect with intent. I have personally witnessed in these mentor relationships and consideration of authentic, worldly issues and applied problem-solving. The dialogue that is exchanged between many mentors and students has been consistently targeted to content curriculum, method and outcome.*

- *The affective support evident in fostering a positive mentor relationship has been proven to be unquestionably beneficial to youth. Furthermore, many of my students are motivated to do "real" work based on the relational connection cultivated with their mentor. My students are energized to go the extra mile and have become intrinsically driven to become a creative producer, rather than simply chasing the dangling "A." I expect quality work and reflection, and the mentors help reinforce this expectation.*

Student Perceptions of the Writing with Impact Project

Project: Writing with Impact   # 1583
Project Date: 1/23/12-8/31/12
 # Students: 26

Student Responses

Working Relationship with my Mentor

Q1: Please describe the best part of working on this project with your mentor.
Selected Student Responses:
▪ *"The best part is having someone who has similar interests as you and another thing is working on stopping something that is really wrong."* ▪ *"The best part of working with my mentor on this project is that we get to solve a real life problem."*

Students from Preston Middle School highlighted that the experience with the mentor on this particular project was very enjoyable. Students noted that they were excited to have mentors with similar interests. Additionally, they noted that solving real life problems was another enjoyable component of the program.

Q2: Please share any other academic areas where you'd like to receive help from a mentor.
Selected Student Responses:
▪ *"geography."* ▪ *"I don't know where I would need help from a mentor but, I guess I would need help from a mentor in specials, i.e.(science adventure, tech intro, computer, and art.)"*

In Question 2, Preston Middle School students working on this project were asked about other academic areas where they wanted assistance. A sampling of student responses was focused on the academic area of Geography. An additional area was in the specialty content areas (i.e., science adventure, tech intro, computer and art). This highlights that students do see their

mentor as a person that can not only assist with developing the project but providing additional assistance in other content areas.

| Q3: What advice would you give your mentor as he or she works with a new student? |
|---|
| Selected Student Responses: |
| ▪ *"Some advice is to try to clarify things more. I felt like when I needed some feedback she didn't do what I wanted her to do even though I asked to give some feedback on what I needed to do."*

 ▪ *"Advice that I would give to my mentor as she works with new students is to always respond ASAP (which my mentor did a really good job with that). Because if your behind it will help a lot to catch up and it will also help because you could even be ahead of everyone else. In addition, give lots of help and suggestions and ideas(which my mentor also did a great job with that). Even if the student doesn't need it or maybe doesn't even want it, it will still help a bunch."* |

Question 3 asked students to provide advice to mentors as they work with new ITP students in the future. Based on a sampling of the responses, students noted that mentors should respond to student messages in a timely manner. However, students also recommend that mentors should provide plenty of suggestions and ideas for projects. This data highlights that students view the messages from mentors as especially important to their success in the program.

Q4: How comfortable were you communicating with your mentor about your project?

Total Number of Student Respondents = **26**

*Figure 1.* Student Comfort Level with Mentor, Telementor 2010-2012
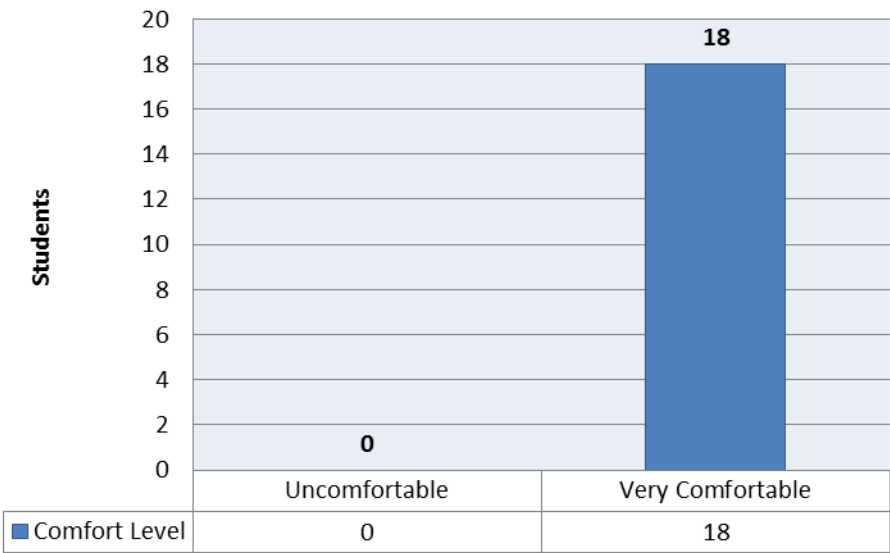
Question 4 asked students about their level of comfort with their mentors. The data provided in Figure 1 only highlights the data that was provided to the external evaluator on the ends of the spectrum on the Likert-scale. Based on the results, eighteen (18) of the twenty-six (26) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. This is encouraging for the ITP program as it seeks to build into the future.

Student Perceptions of Connections to Content Area Courses

Q5: I have a better understanding of the importance of doing well in math.

Total Number of Student Respondents = **26**

Figure 2. Better Understanding of the Importance of Doing Well in Math , Telementor 2010-2012
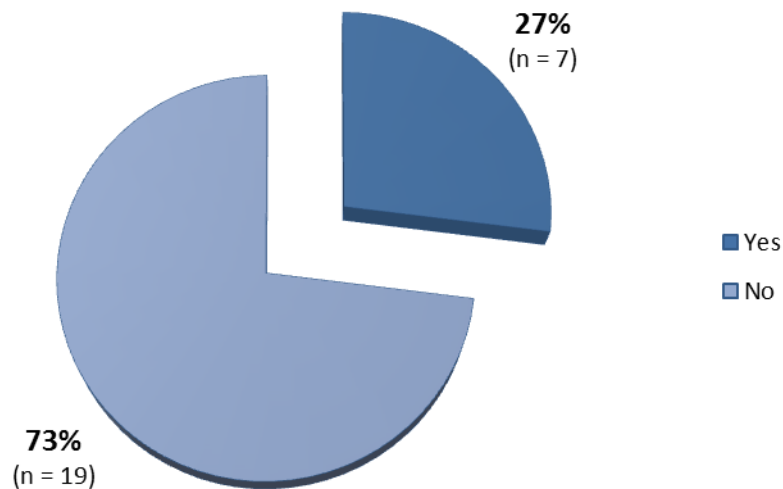

In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, nineteen (19 or 73%) of the student respondents reported that they did not have a better understanding of the importance of doing well in math. However, seven (7 or 27%) student respondents reported that they did recognize the importance of doing well in math. These results should be taken lightly as not all students see the connection between their projects and doing well in a core content area such as mathematics.

Q6: I have a better understanding of the importance of doing well in science.

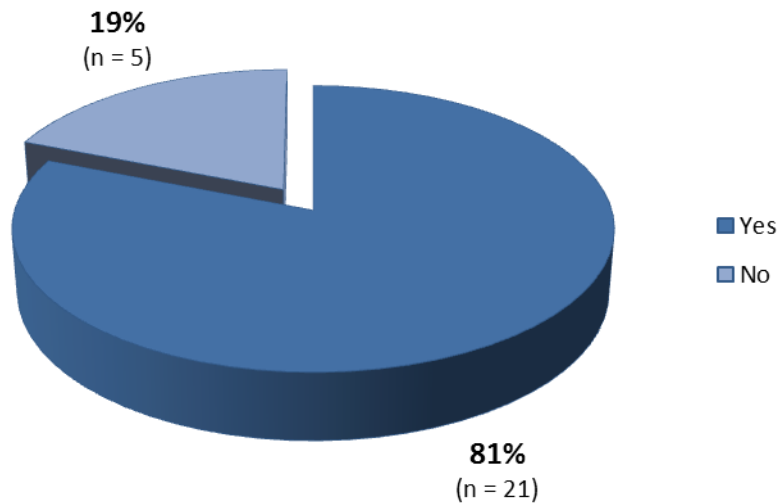*Figure 3.* Better Understanding of the Importance of Doing Well in Science , Telementor 2010-2012
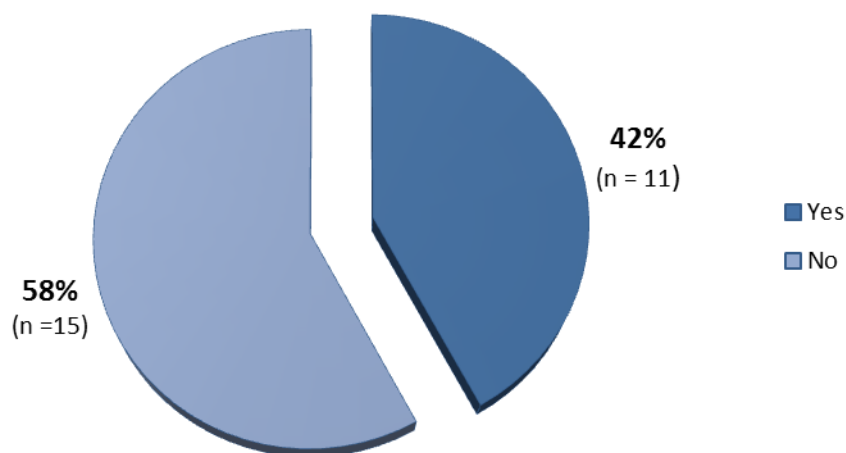
Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, eleven (11 or 42%) of the student respondents reported that they had a better understanding of the importance of doing well in science as a result of this project. However, fifteen (15 or 58%) student respondents reported that they did not recognize the importance of doing well in science. These results highlight the need for the ITP program, along with teachers and mentors, to emphasize the importance of content courses as they work with students on these projects. The data is not clear as to how or if students are making connections between their respective projects and core content areas.

Q7: I have a better understanding of the importance of doing well in reading and writing.

Figure 4. Better Understanding of the Importance of Doing Well in Reading/Writing, Telementor 2010-2012

19%
(n = 5)

■ Yes
□ No

81%
(n = 21)

In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Figure 4 highlights a positive trend as the aforementioned areas. Twenty-one (21 or 81%) of the student respondents reported that they had a better understanding of the importance of doing well in reading and writing as a result of this project. However, five (5 or 19%) student respondents reported that they did not recognize the importance of doing well in this area. These positive responses highlight that students are making the necessary connections between project outcomes and doing well in core content areas.

Q8: My writing skills have improved.

*Figure 5*. Improvement in Writing Skills, Telementor 2010-2012
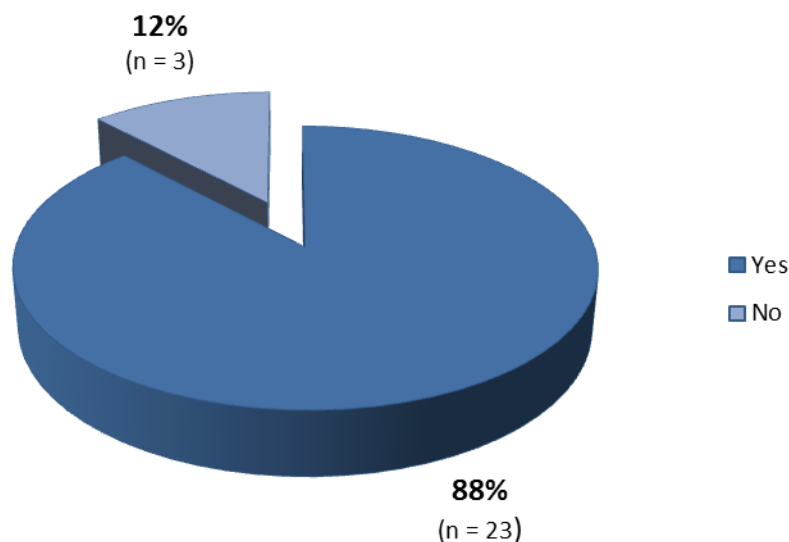
Question 8 asked the student respondents on this project if writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, twenty-three (23 or 88%) of the student respondents reported that they had a better understanding of the importance of doing well in science as a result of this project. However, three (3 or 12%) student respondents reported that they did not indicate that their writing skills had improved while working on this project. Again, these results highlight the need for the ITP program, along with teachers and mentors should emphasize the importance of working with these students to recognize the type of growth they have gained during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **26**

*Figure 6.* Improvement in Teamwork Skills, Telementor 2010-2012
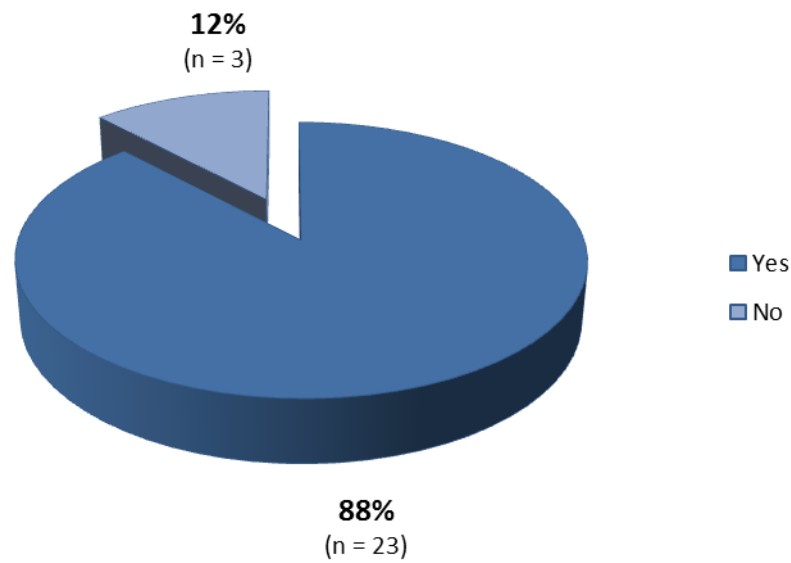
In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills working on this project. We see approximately 88% with favorable responses related to an increase in teamwork skills. Based on the results, twenty-three (23 or 88%) of the student respondents reported that they had improved teamwork skills. However, three (3 or 12%) of the student respondents reported that they did not improve their teamwork skills. The findings on this question suggest that the majority of students at Preston Middle School understood and recognized improvement in their teamwork skills.

Q10: I'm taking more responsibility for my own academic success.

Figure 7. Taking More Responsibility for Academic Success, Telementor 2010-2012
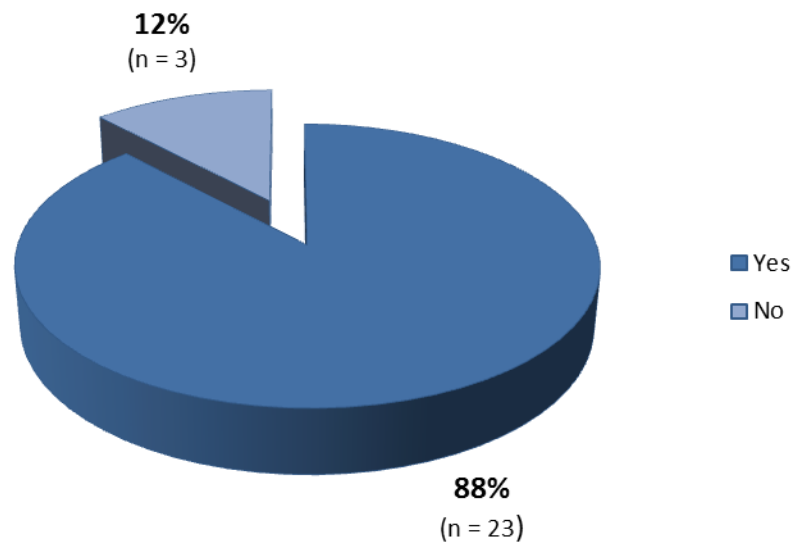

Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP program. In Figure 7, we find that twenty-three (23 or 88%) of student respondents are reporting that they are now taking more control of their own academic success. Only three (3 or 12%) reported they haven't taken more control at this point. Nevertheless, this data should be exciting for the ITP program and all of the constituents given that these students are now excited about their educational endeavors.

Q11: I plan to further my education beyond high school (trade school, community college, university).

Total Number of Student Respondents = **26**

Figure 8. Education Plans Beyond High School, Telementor 2010-2012

8%
(n = 2)

Yes
No

92%
(n = 24)
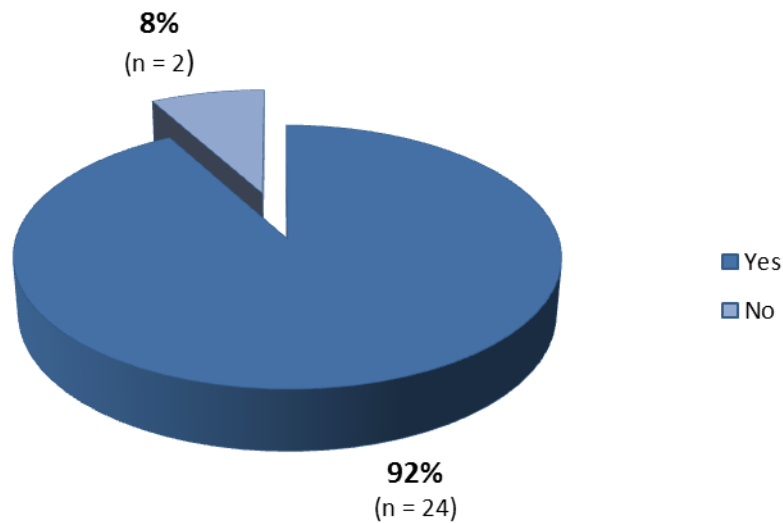
Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP program. Twenty-four (24) students or (92%) indicated that they had planned to pursue some postsecondary option. Two (2) noted they had not planned on pursuing postsecondary opportunities at the time of the survey. Given these results, students in the ITP program have decisively indicated that postsecondary options are in their future. The evaluator recommends that the ITP program continue to build upon this momentum for students and incorporate all the different types of postsecondary options that are available for students. This can be considered as a career exploration component of the program.

Q12: What was your overall experience using the International Telementor Program Web site?

<div align="right">Total Number of Student Respondents = 26</div>

Figure 9. Overall Experience Using the International Program Web site, Telementor 2010-2012
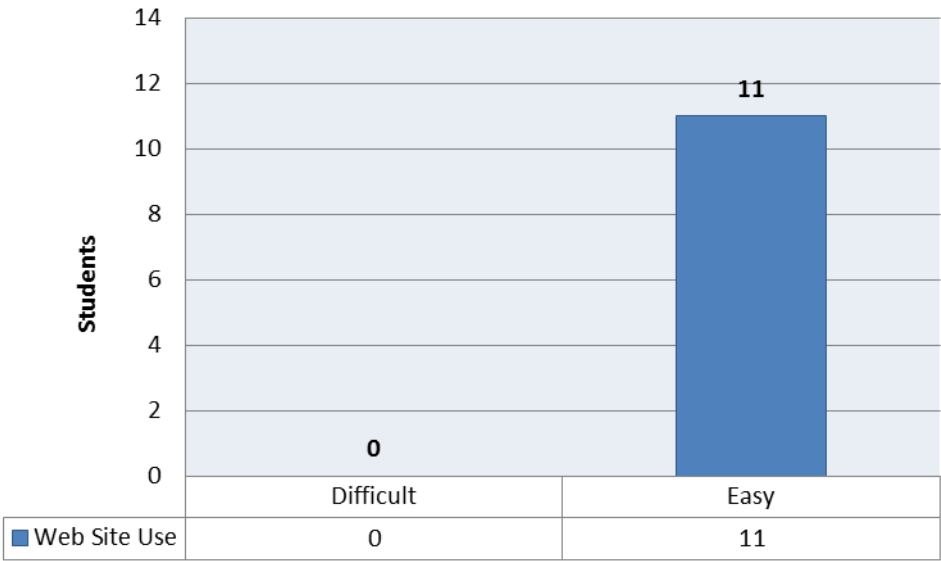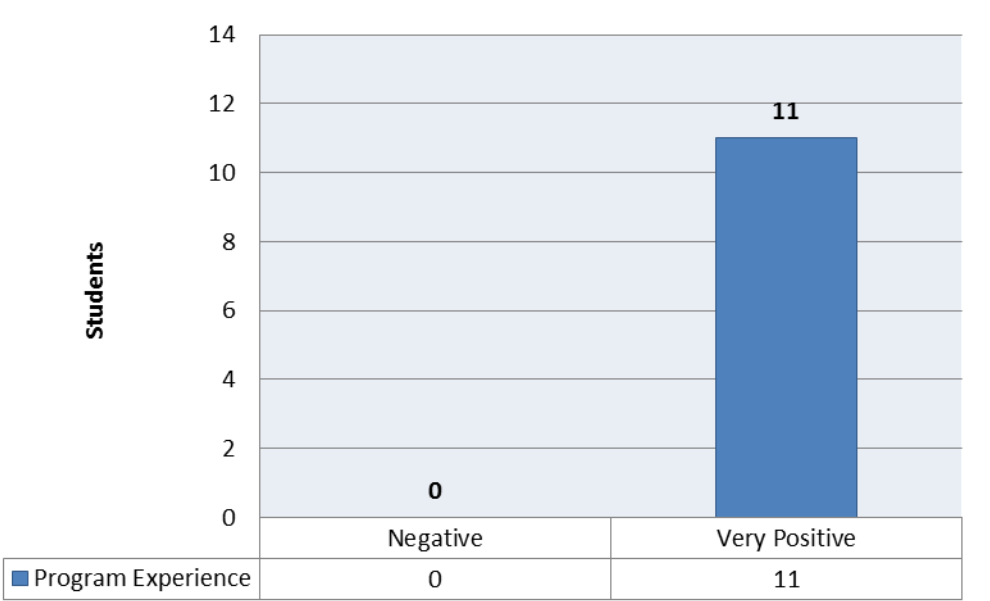

In Question 12, student respondents were asked about their overall experience using the ITP website. Positively, eleven students (11) reported they had a relatively easy experience with the ITP website. No students reported difficulty using the website. However, the evaluator urges the ITP program to continue to upgrade the website for accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Figure 10. Overall Program Experience, Telementor 2010-2012

|	Negative	Very Positive
■ Program Experience	0	11

In Question 13, student respondents were asked about their overall experience in the ITP program. Eleven (11) students reported they had a very positive experience in the ITP program. No students reported any negative experience with the ITP program. However, the evaluator urges the ITP program to continue to monitor student perceptions of the ITP program as it continues to grow.

Q14: Would you be interested in receiving mentoring support from professional in the future?

Figure 11. Interest in Receiving Future Professional Mentoring Support, Telementor 2010-2012

31%
(n = 8)

Yes
No

69%
(n = 18)
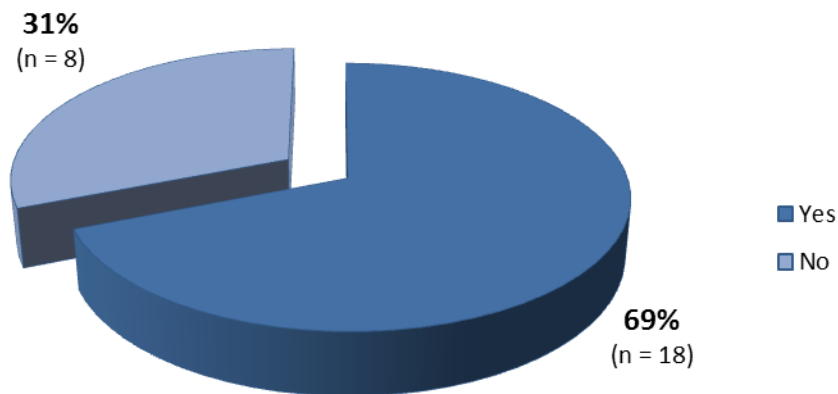
In Question 14, student respondents were asked about their interest in receiving future mentoring support in the ITP program. Eighteen students (18) or (69%) reported were open to receiving mentoring in the future in this program. Eight (8) students or (31%) noted that they did not have an interest in receiving future mentoring from the ITP program. The evaluator urges the ITP program to continue to aggressively seek to match the students who have an interest in receiving mentoring so they can continue to reach their academic goals.

Selected Student Responses:

- ■ "I am not sure if I really would be interested in this support, but it really depends on the project or topic of the mentoring."
- ■ "I would because this experience was so great."

Q16: Was this the first time you've been part of a formal mentoring program?

Total Number of Student Respondents = **26**

Figure 12. First-Time Participants in a Formal Mentoring Program, Telementor 2010-2012
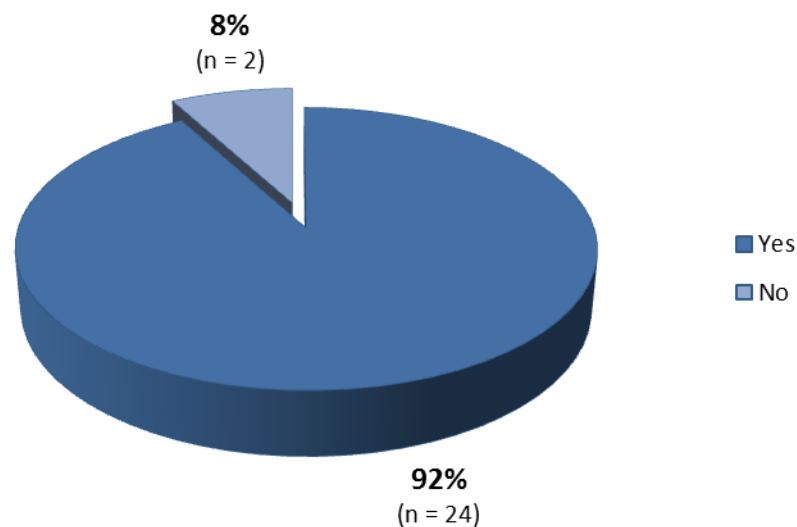
Question 16 provides pertinent data for the ITP program. Figure 12 notes that twenty-four (24) student respondents were first-time participants in this formal mentoring program. These data are very important given that these students have been exposed to this mentoring program. This will allow students to grow in their academic areas in the future.

Q17: Please describe the most difficult parts of working on this project with your mentor.

Selected Student Responses:

- *"The most difficult parts were probably uploading files to telementor"*
- *"Having the time crunches, I think the time line for the program could be extended just so its not as cramped."*

Q18: Did we miss something? If so, please share any additional comments you might have about your experience in the program.

Selected Student Responses

- *"Nothing was missed"*
- *"I don't have anything else to add, but overall this program ROCKED!"*

Mentor Responses on Wild Life Habitat Improvement Project

Project: Writing with Impact   # 1583
Project Date: 1/23/12-8/31/12
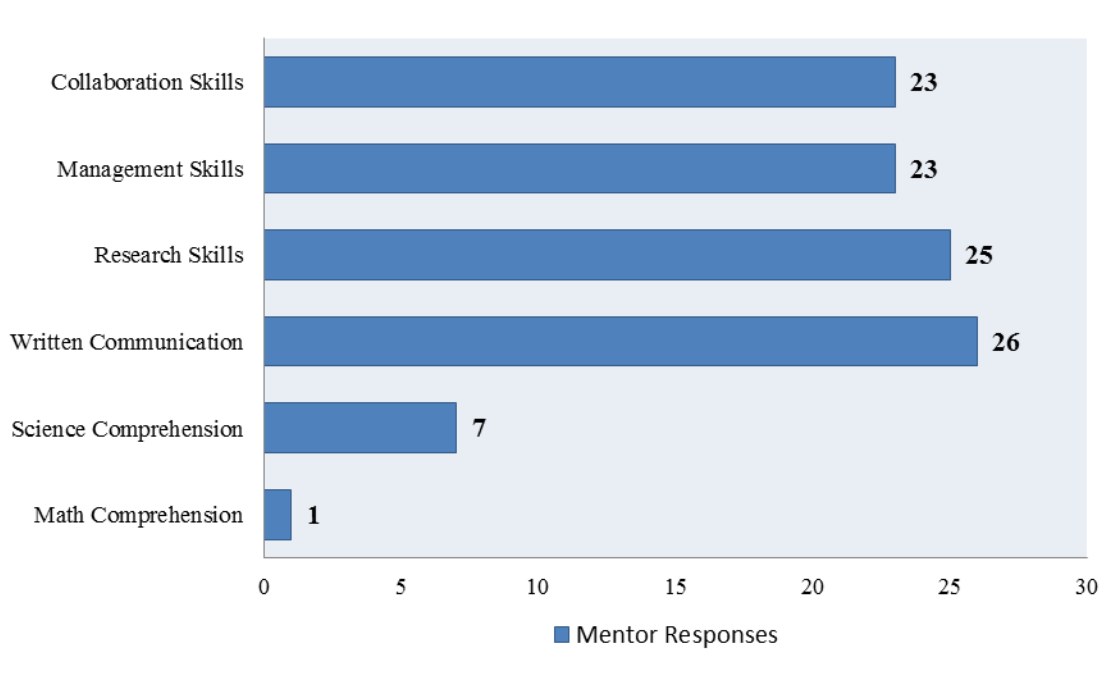**# Mentors**: 27

Mentor Responses

Q1: Please indicate the student skill areas that you feel you influenced through this project.

Total Number of Student Respondents = **27**

Figure 1. Most Influenced Student Skill Areas, Telementor 2010-2012


In Question 1, mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 23 mentors indicated they influenced collaboration skills; 23 mentors indicated management skills; 25 research skills; 26 written communication; 7 science comprehension and 1 math comprehension. Based on these results, mentors highlighted that they felt that they had improved some significant areas. However, the data does show that the lowest area of influence was the area of math comprehension. The evaluator encourages the ITP program to work with mentors on effective ways to influence math comprehension through the project-based learning.

Q2: Please indicate if your mentoring support aided your student in the following areas.

Figure 2. Areas Aided by Mentoring Support, Telementor 2010-2012
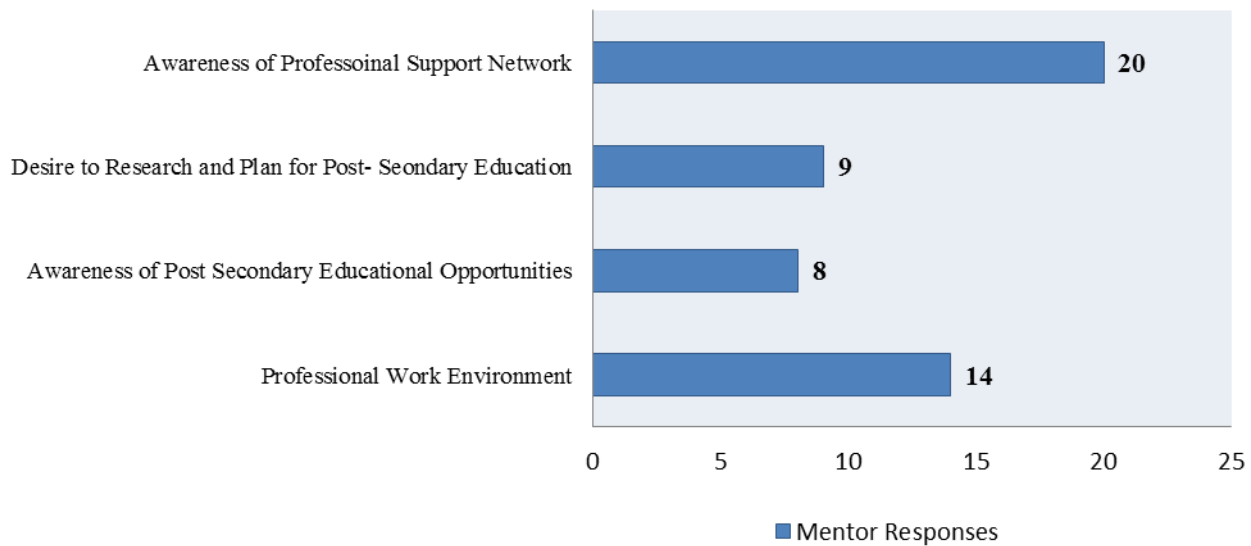
Question 2 asked mentors to indicate if their mentoring support aided their students in the areas highlighted in Figure 2. According to Figure 2, 20 mentors indicated they aided students in awareness of *professional support network*; 9 mentors indicated they supported a *desire to research and plan for postsecondary education*; 8 supported an *awareness of postsecondary educational opportunities*; and 14 mentors supported students by mentoring about the *professional work environment*. Based on these results, mentors highlighted that they provided support in significant areas. The evaluator encourages the ITP program to build on these strengths with mentors to further enhance the student experience in the ITP program.

Q3: The *average* quality of the messages received from students throughout the project.[1]

(3.44)

**1** = "Poor Quality"
5 = "Above Average Quality"

In question 3 of the survey, mentors were asked about the quality of messages from students throughout the project. Based on a scale of 1 = "Poor Quality and 5 = "Above Average Quality," mentors provided an average of 3.44 indicating that messages received from students were of average quality. Based on these results, the ITP program should work with students on their writing skills to improve the quality of messages sent to mentors.

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[1] Individual data on mentor responses were not provided in the *Mentor Survey Summary*.

Q4: Did you student share a final project (presentation, research report, plan, etc.) with you for this project?

<div align="right">Total Number of Student Respondents = **27**</div>

Figure 3. Student Sharing of Final Product with Mentor, Telementor 2010-2012

	Yes	No	Not Applicable
Final Product Sharing	1	21	5
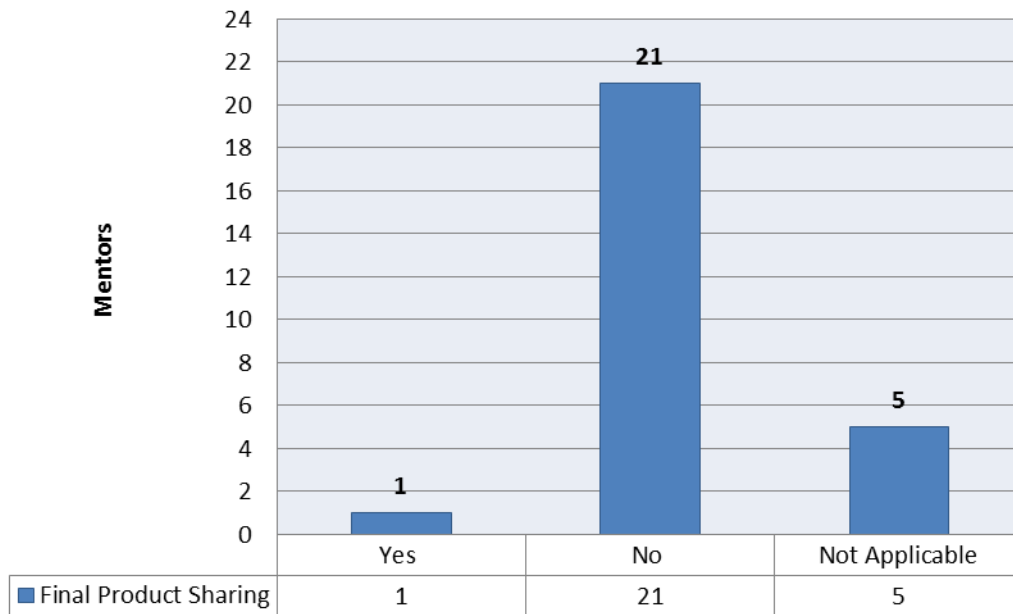
Question 4 asked mentors if their students shared a final project (presentation, research report, plan, etc.) with them for this project. According to Figure 3, the majority of mentors (21) indicated that their students did not share their final projects with them at the conclusion of the project. Based on these results, the ITP program should build in a requirement that students should share their final projects with the mentors who have assisted these students in the creation of these projects.

Q5: *Average* level and quality of assistance received from the teacher throughout the project.

(4.11)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In question 5 of the survey, mentors were asked about the level and quality of assistance from the teacher throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," mentors provided an average of 4.11 indicating that the quality of assistance received from the teacher was of above-average quality. Based on these results, the ITP program should work with teachers on increasing their assistance throughout the project.

Q6: *Average* level and quality of assistance you received from ITP staff throughout the project.

(4.07)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

Question 6 asked mentors about the quality of assistance you received from the ITP staff throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," mentors provided an average of 4.07 indicating that the quality of assistance received from the ITP staff was of above-average quality. Based on these results, the ITP program should work with their staff on increasing the quality of assistance provided to the mentors.

Q7: Things either the teacher or the ITP staff do to make a similar project more successful.
Selected Mentor Responses:
"Provide a clearer description of the end product earlier in the process."   *"Be more prescriptive in what are the weekly expectations for students and mentors. We deviated slightly from the inital project description/timeline and I wasn't clear on the teachers/ITPs changing expectations on what Mentors should be focusing on."*

Q8: Feedback regarding the quality of the student's final project as well as suggestions for improvement.
Selected Mentor Responses:
"Excellent project. The whole video idea for this age group was a stroke of genius. I misunderstood the "video" part -- I thought they'd be shooting film of live actors -- so I was a little apprehensive. The way it was actually executed was wonderful."   *"Very professional presentation! I'm amazed at the technology they are using."*

**Q9**: Overall experience in the program.

(4.11)

1 = "Negative"
5 = "Positive"

Question 9 asked mentors about their overall experience in the program. Based on a scale
of 1 = "Negative" and 5 = "Positive," mentors provided an average of 4.11 indicating that
their overall experience was above average in the program. Based on these results, the ITP
program should work with mentors on ways to continually improve their experience in the
ITP program.

Q10: Would you consider mentoring new students in the future?

Total Number of Student Respondents = **27**

Figure 4. Future Mentor Considerations, Telementor 2010-2012

4%
(n = 1)

96%
(n = 26)

■ Yes
□ No
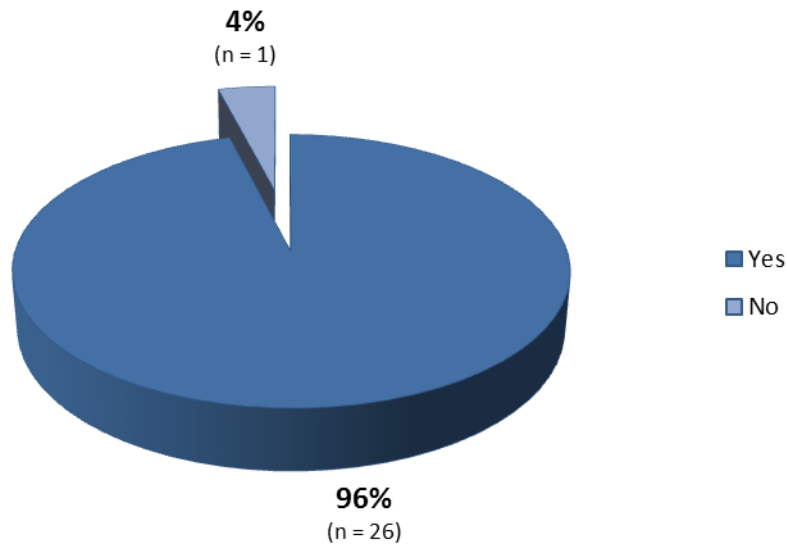
In Question 10, mentors were asked if they would consider mentoring new students in the future. Twenty-six (26) or 96% of the 27 mentor respondents noted that they would mentor new students in the future. Only one (1) or 4% of the 27 mentors mentioned that they did not have an interest in mentoring new students in the future. Based on these results, the evaluator encourages the ITP program to develop an exit survey with mentors who do not plan on mentoring new students in the future to ascertain the reasons for such a decision.

Q11: Why or why not?
Selected Mentor Responses (see Q10):
"It is extremely rewarding to explore a project from start to end with a person and see them grow as individuals and their ideas mature."   *"I will be more selective, as this was another poor experience that left me feeling ineffective. Telementoring is probably not a good fit for students who need more assistance."*

Q12: The most rewarding aspect of participating.
Selected Mentor Responses:
"Seeing the project evolve and improve through our online communications."   *"The biggest reward is seeing the increased confidence of a student and getting to view/experience the finished project because I know it took them a lot of time to complete it."*

| Q13: The most difficult aspect of participating. |
|---|
| Selected Mentor Responses: |
| *"I would say the most difficult part is when students don't communicate with the mentors; we make a commitment to reach out to them at least a few times per week and the same should be expected of them. There's not much value when we're only communicating every other week or every 10 days."* *"The virtual aspect. Although I work virtually at work, I'm not sure sixth graders are quite ready for virtual mentoring. Although it's good exposure for them, my student seemed to be easily distracted. That could just be her personality."* |

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Q14: First time you've been part of a formal mentoring program.

Figure 5. First-Time Mentors, Telementor 2010-2012
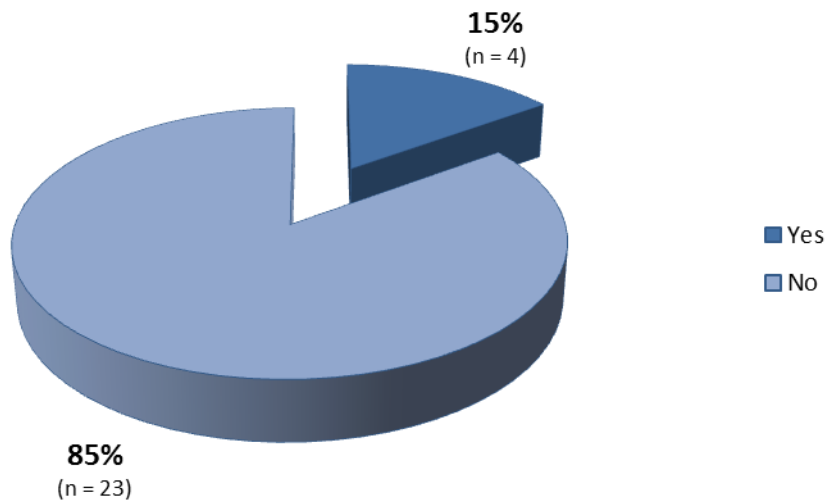
In Question 14, mentors were asked if this was the first time they had been part of a formal mentoring program. Twenty-three (23) or 85% of the 27 mentor respondents noted that this was not their first experience in a mentor program. Four (4) or 15% of the 27 mentor respondents mentioned that this was their first experience in a formal mentoring program Based on these results, the evaluator encourages the ITP program to continue to recruit new mentors for student projects.

CONCLUSION

This report documents data from Preston Middle School based on selected quantitative and qualitative data on this specific project. Overall, the ITP program at Preston Middle School for this particular project was a great success. All data provided in this report was provided by the ITP program.

Any inquiries related to the content provided in this report should be addressed to the lead evaluator, Dr. Chance W. Lewis, Carol Grotnes Belk Distinguished Full Professor of Urban Education, Director, The Urban Education Collaborative, The University of North Carolina at Charlotte. Dr. Lewis can be reached by e-mail at chance.lewis@uncc.edu or on the web at http://www.chancewlewis.com.