International Telementor Program
Full Program Evaluation
October 2010- November 2012

Teacher Comprehensive Report

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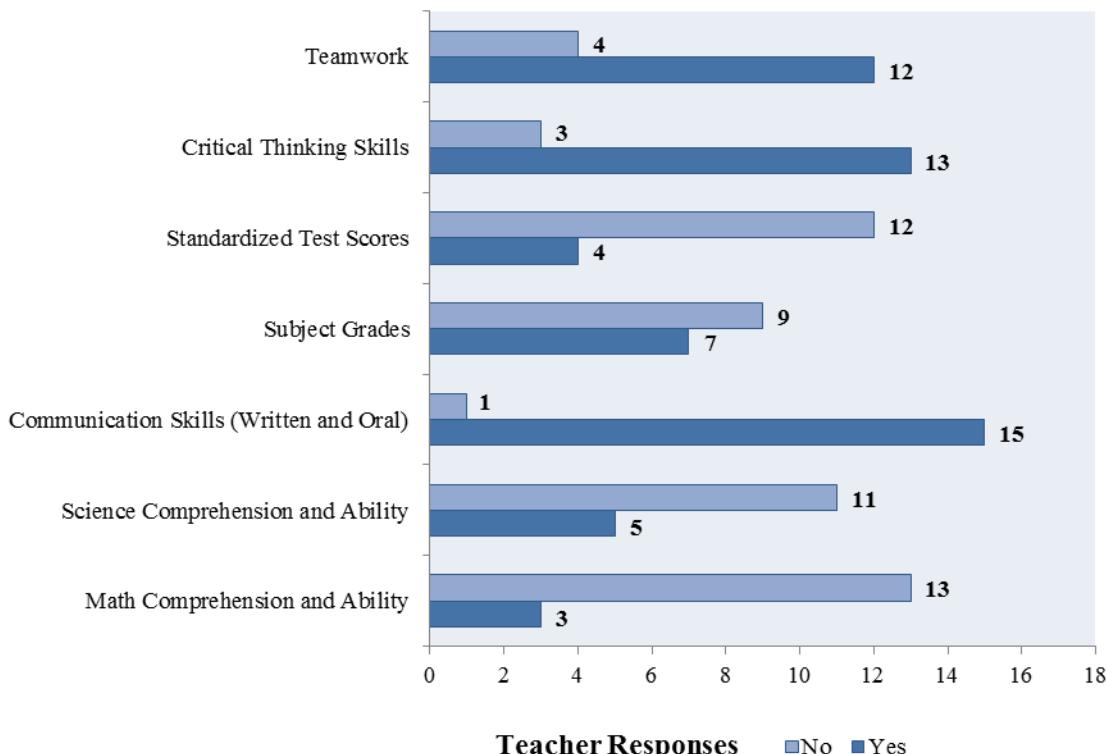
EXECUTIVE SUMMARY

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 survey results from the aforementioned years. This program evaluation report is divided into three specific areas: (a) teacher perceptions of student improvement and impact, (b) teacher ratings of the quality of matches with mentors; and (c) teacher perceptions of the quality of communication with mentors.

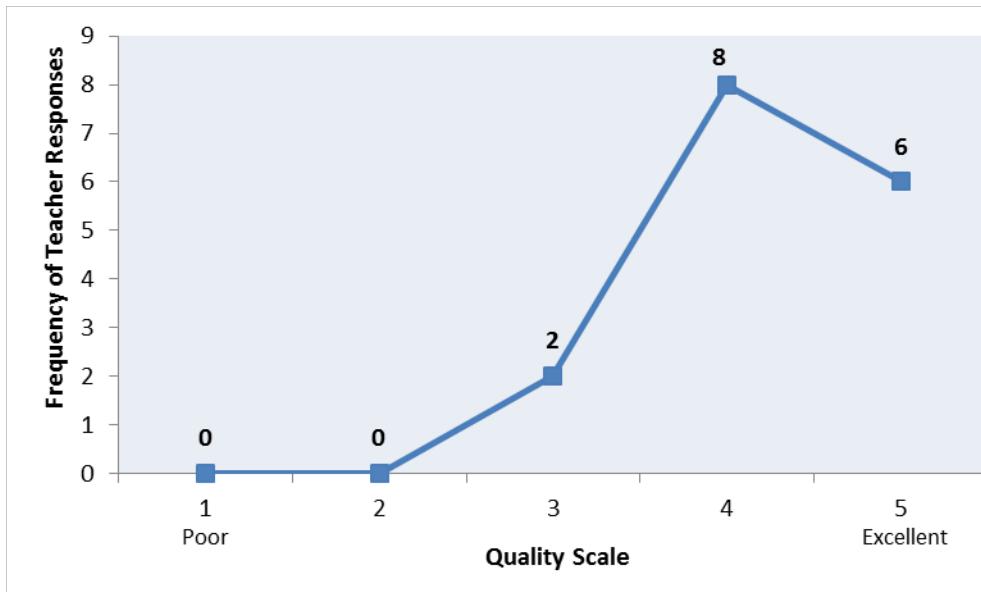**Teacher Perceptions of Student Improvement and Impact**

Based on the comments in this report, teachers reported positive outcomes for students for students in the ITP program. More specifically, teachers noted that students were positively impacted in the following areas:

While the results were mixed from the teacher viewpoint, overall teachers noticed a great deal of growth from their students especially in the areas of teamwork, critical thinking skills and communication/written skills.
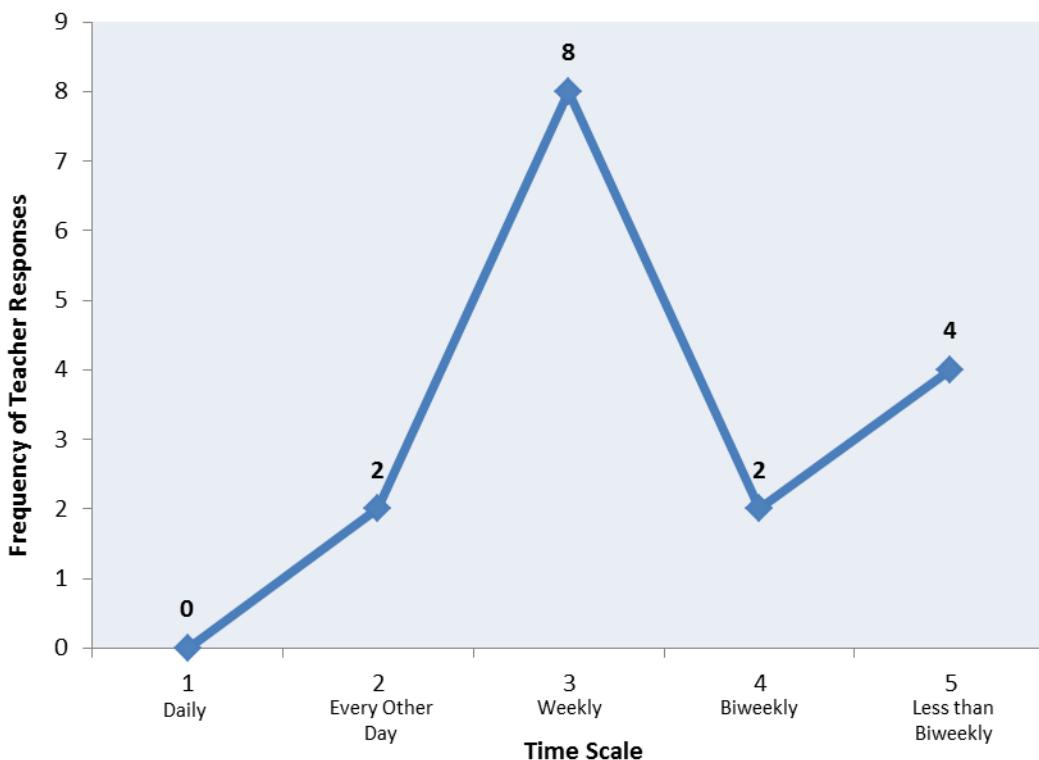
Quality of Matches

Teachers also reported about the quality of the matches between their students and the ITP selected mentors who were to work closely with their students.

The data above highlights that the teachers surveyed over this two-year time span were happy with the quality of the matches. These high quality matches yielded positive working relationships between all constituents involved in the project. Even though at times there were various challenges, the overall project seemed to work very well.

Communication with Mentors

Teachers were asked how often they had an opportunity to communicate with mentors during projects with their students to check-in on the status of this project. Teachers noted that they were able to communicate fairly often with mentors. The data below highlights the rate of communication:

Based on this data, teachers and mentors communicated on a weekly basis. This frequent communication was very important in the overall success of the program. This allowed any potential problems to be handled early in the process before students moved on to their respective projects. Overall, the data from teachers highlight that they are enjoying having their students in this program.

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 EVALUATION REPORT

Q1: Please select the areas where you witnessed significant improvement for your

participating students.

Total Number of Teacher Respondents = **16**

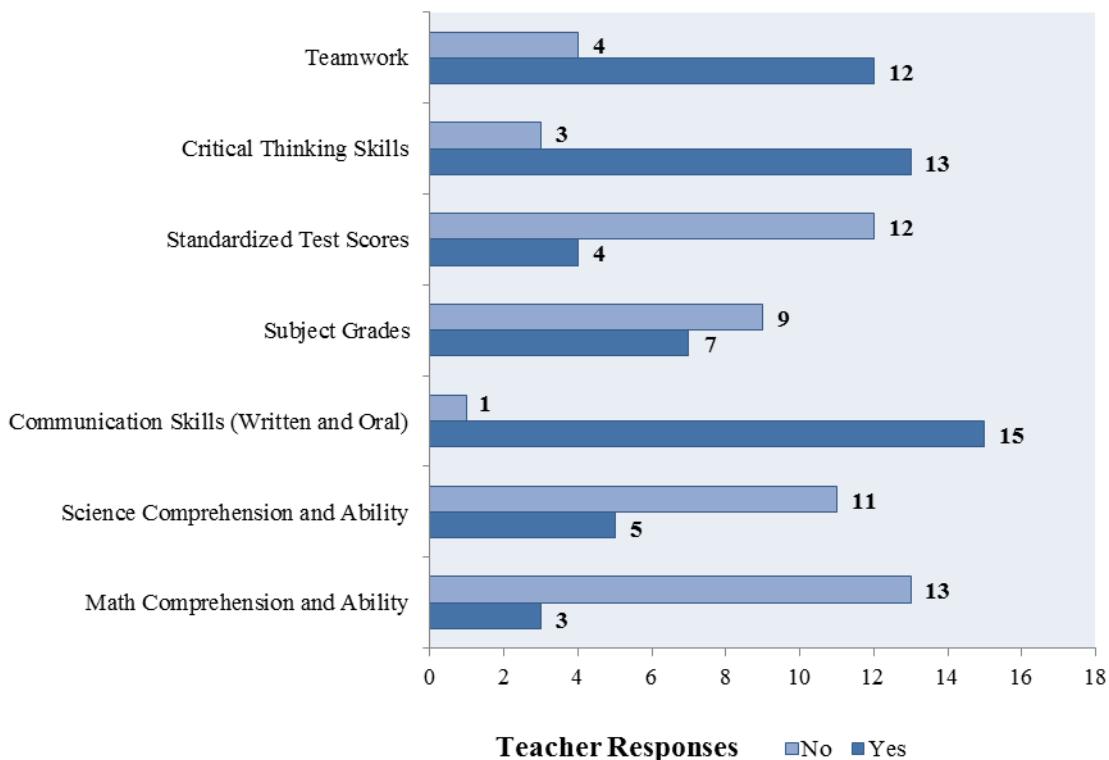*Figure 1*. Improvements in Areas of Impact, Telementor 2010-2012

Figure 1 provides data from teachers areas where they witnessed significant improvement from their participating students. Based on the results, the data was mixed from participating teachers. Teachers highlighted improved in the areas of *teamwork, critical thinking skills* and *communication skills (written and oral)*. On the other end of the spectrum, teachers did not witness significant improvement in the *areas of standardized test scores, subject grades, science comprehension and ability and math comprehension and ability.* This data highlights while significant improvements have been made; there is opportunity to be made in the aforementioned areas. The evaluator recommends that the ITP program work with teachers to get feedback on how the areas can be improved in the future.

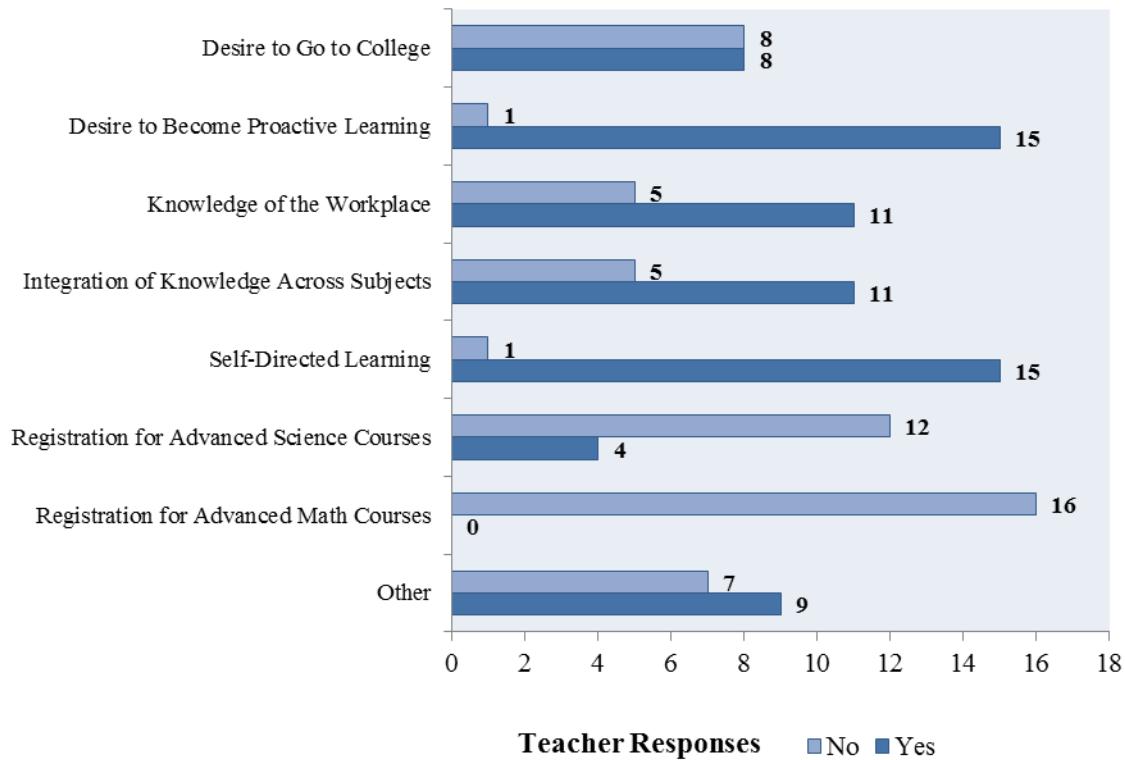*Figure 2.* Increases in Areas of Impact, Telementor 2010-2012

Figure 2 asked teachers areas where they witnessed increases in areas of impact. Based on the results, the data was mixed from participating teachers. Teachers highlighted increases in the area of impact in the following areas: *desire to become proactive learners; knowledge of the workplace; integration of knowledge across subjects and self-directed learning.* On the other end of the spectrum, teachers did not witness increases in impact in *desire to go to college; registration for advanced science courses;* and *registration for advanced math courses.* This data highlights while significant improvements have been made; there is opportunity to be made in the aforementioned areas. The evaluator recommends that the ITP program work with teachers to get feedback on how the areas can be improved in the future, particularly in registration for advanced math and science courses.

Q2: Please describe additional areas that may have been impacted by this program.
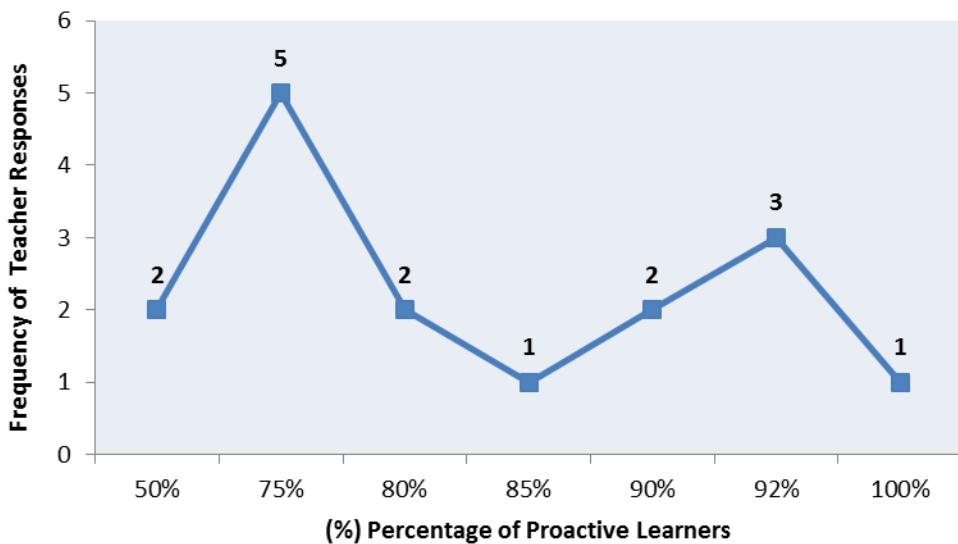

Table 1.

Additional Areas of Impact, Telementor 2010-2012

Additional Areas of Impact	Selected Comments
Chemistry (1)	▪ *"Students have shown a marked increase in their awareness of chemicals in food. Many have changed their eating habits and have started doing their own research on how/why chemicals are added to certain foods."*
Time Management (2)	▪ *"The students learned the importance of good communication and its impacts on achievement of goals. They also learned about meeting deadlines and the consequences that may result from not meeting thos deadlines- a very important lesson to learn before entereing the workplace."* ▪ *"Students recognized the time factor that it would take to succesfully start up a new business. The details the telementor provided were critical to this part of the project."*
Networking (1)	▪ *"Allows students to correspond with business people to get their insight."*
Cultural Sensitivity (1)	▪ *"Cutlural sensitivity through the collaboration with Preston Middle School."*
College Preparation (1)	▪ *"Increased preparation to go to college."*
Confidence (2)	▪ *"Motivation and confidence."* ▪ *"Student confidence soard! Students believe they truly have the ability to make a global difference."*

Question 2 highlighted additional areas of impact from the teachers. Data highlights that
teachers perceived that the areas of *Chemistry, Time Management, Networking, Cultural
Sensitivity, College Preparation* and *Confidence* were impacted in a positive way. The
additional comments from teachers underscore their sentiments in this area.

Q3: Please indicate the percentage of your students who are actively moving in the direction of becoming proactive learners.

Figure 3. Percentage of Proactive Learners, Telementor 2010-2012

Frequency	2	5	2	1	2	3	1
%	50%	75%	80%	85%	90%	92%	100%

Question 3 asked teachers to indicate the percentage of your students who are actively moving in the direction of becoming proactive learners. Figure 3 indicated the varying percentages that teachers reported from students in their classes. While varying percentages are being reported, the evaluator recommends that the ITP program continue to work with teachers on effective ways to get students to become proactive learners.
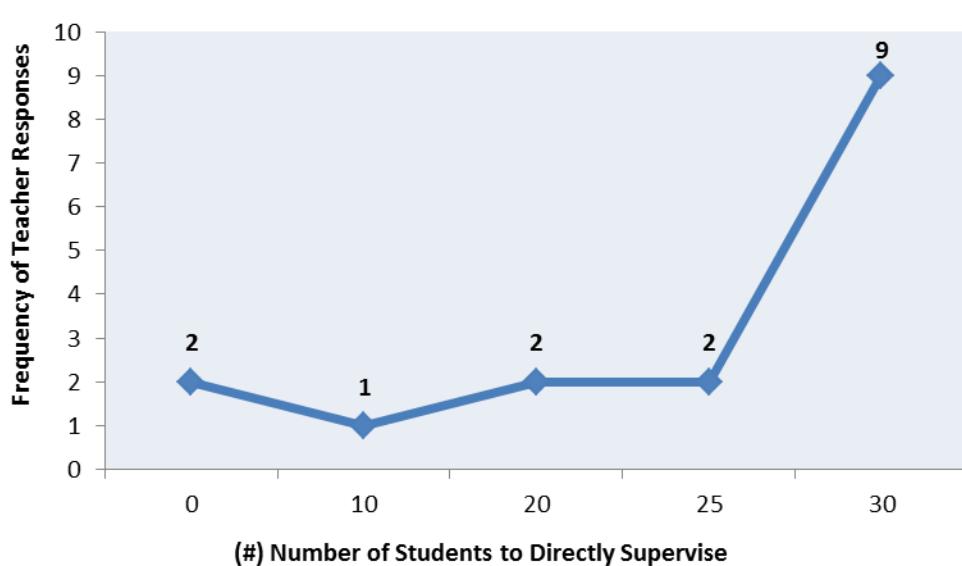
Q4: Did proactive work help?
Selected Teacher Responses:

- *"Students had to think in this program, solve problems and collaborate. To borrow a phrase I've heard, many of them "play school" where they are in a bartering system. In this program, students engage in deep thought about their work, and at a deep level or learning."*

- *"This program forces students to do work on their own. However, more importantly, this project allows the students to work on things that are important to them. That makes all the difference."*

- *"My students are energized to go the extra mile and have become intrinsically driven to become a creative producer, rather than simply chasing the "A." I expect quality work and reflection, and the mentors help reinforce this expectation."*

- *"I used this program to help my students be proactive learners by having them do the work. They were asking the questions and they were finding the answers."*

Q5: How many students would you prefer to directly supervise in the program next year?

Figure 4. Prefered Number of Students to Directly Supervise, Telementor 2010-2012

Frequency	2	1	2	2	9
#	0	10	20	25	30

Teachers were asked in Question 5 to approximate how many students they would prefer to directly supervise in the program next year. According to the data, the ranges were between 0 and 30 students. However, it is important to note that the majority of responses (9) were for 30 students or more. The evaluator recommends that the ITP program build on this momentum and identify the teachers who want to supervise students in the next year.

Q6: Please provide some tips on how we can partner with you to expand the program in your area.
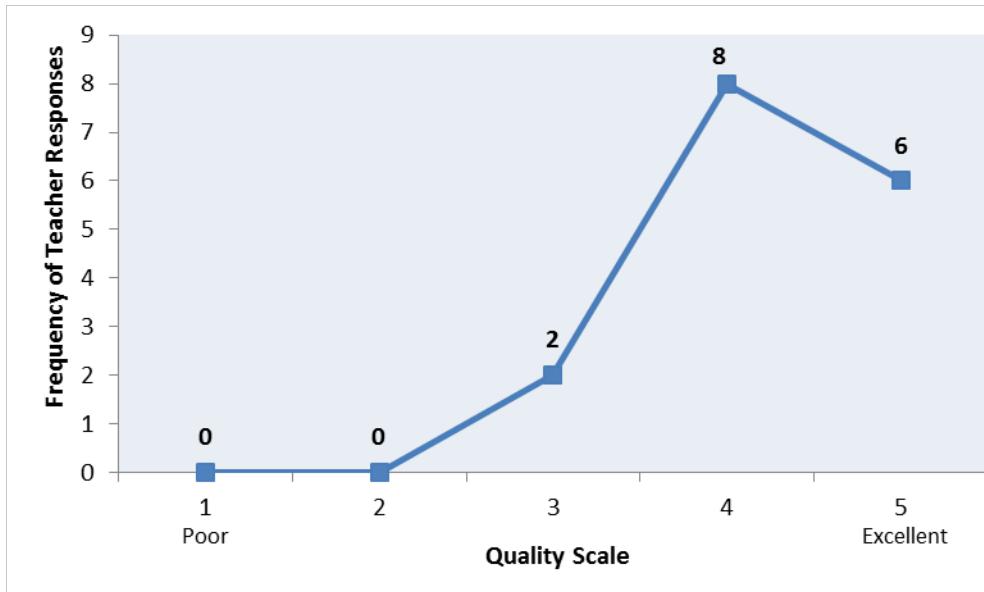
Selected Teacher Responses:

- *"I would like to see some sort of chat room for the students and mentors to pin ideas to. I think this will help students see what other mentors are saying and what types of questions other students are asking. This will not replace the messages, it will be another place for more communication to happen."*

- *"Program participation requirements must be clarified before I would recommend that other teachers participate in the program."*

- *"Many of the teachers on campus depend solely on the telementor representative to provide ideas for projects. Perhaps having a central location for suggestions would benefit those teachers that have a difficult time coming up with innovative projects."*

- *"More local involvement, so mentors can become more intimately involved with students. The survey poses some technological challenges as well."*

Q7: How would you rate the quality of the matches between your students and mentors overall on a scale of 1-5?

1 = "Poor"
5 = "Excellent"

Figure 5. Quality of Matches Between Students and Mentors, Telementor 2010-2012

Frequency	0	0	2	8	6
Scale	1	2	3	4	5

Teachers were asked to rate the quality of the matches between your students and mentors overall on a scale of 1-5. The majority of teacher respondents indicated that they had either near excellent or excellent matches for their students. This is a positive aspect for the ITP program because it demonstrates that quality mentors are being provided to students. The evaluator recommends that the ITP program continue to build on the number of quality mentors for students.

Q8: Please describe any changes that might improve the quality of the matches.

Table 2.

Changes to Improve the Quality of Student-Mentor Matches, Telementor 2010-2012

Areas of Change	Selected Comments
Availability (1)	▪ *"Many of the mentors were out of town for extended holidays and were unable to communicate with students. I would recommend that teachers planning a project around the holidays be aware of this. Some mentors provided great support to the students, while others were unavailable or did not respond to student work."*
Communication (3)	▪ *"Some of the mentors, like many students, have a difficult time communicating in a timely manner. I had several students this semester that waited 2-3 weeks for communications and that became frustrating for the students and me. If possible, I think a schedule that includes vacation times of the mentors should be included. That way, those mentors that have conflicting schedules can be replaced before the project begins."* ▪ *"Maybe teacher comments about the students."* ▪ *"I think if there was a way for telementors to communicate with each other and see what the other is doing (especially those with experience) it would only help the program and the students."*
Expertise (2)	▪ *"Maybe have more with expertise in Advertising, Fashion, etc."* ▪ *"I know the goal of finding mentors for our project was to find those that could speak the local language. This was AWESOME and very encouraging for our students who otherwise may have been too shy for much sharing. And, next time I think it would be beneficial to pick a topic in which our mentors may have some background knowledge. I think this would aid our students in learning at a more deeper level."*
Diversity (1)	▪ *"They were great. I did not realize going in that so many of them worked for HP or Thomson-Reuters. That is not bad, just not as diverse as I expected."*
Selection (2)	▪ *"I am not certain but the matches happened very quickly, perhaps the mentors could read more applications before they choose. However I was not a mentor so I cannot say for certain."* ▪ *"More local involvement, so mentors can become more intimately involved with students. Ensure mentors are accessible and understand the true commitment to mentoring students in your program."*
No Change (2)	▪ *"na."* ▪ *"None, I like that the mentor picks the students. Very powerful."*

Q9: Describe a few things you and your students and mentors were able to accomplish through this program that would have been difficult or impossible any other way.
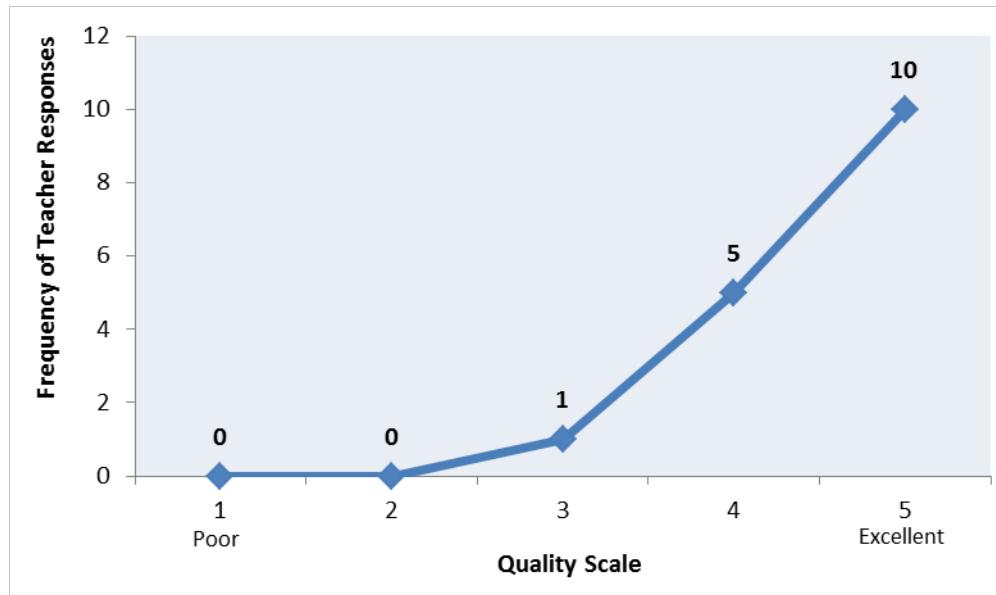
Table 3. *Student-Mentor Accomplishments, Telementor 2010-2012*

Areas of Accomplishment	Selected Comments
Communication (4)	▪ *"Students had the opportunity to work on formal communication skills and understand the difference between typing a "nice" letter to another person for work purposes vs. texting."* ▪ *"Learning the importance of good communication. The value of another person's perspective, other than the teacher's."* ▪ *"They provided excellent feedback for community ran events, that as a business person would have more insight than myself."* ▪ *"Individualized attention for every student. Immediate feedback for each student."*
Networking Opportunities (4)	▪ *"Students were able to connect with adults in a variety of fields."* ▪ *"Our students had the opportunity to "meet" successful, working adults in Manila. This is hugely motivating for youth in our area- they too could become that successful."* ▪ *"Having a professional outside of school to guide them, rather than just the teacher, would have been impossible without this program."* ▪ *"I think the best thing is to hear the same things that I say in class from someone who is already in a professional position."*
Job Preparation (1)	▪ *"The evaluation of cover letters and resumes in a timely manner."*
Instruction (3)	▪ *"Students received quality instruction on various aspects of the project that came from "real life" experiences that the telementor could teach."* ▪ *"There is no way my students would been able to do much of anything without the mentors. Collaboration, communication, out of the box thinking, problem solving, video editing, meaningful research, analyzing results...all of this was only possible through working with mentors."*
Sense of Purpose (1)	▪ *"Students have been challenged to consider their passions, specifically, what does it look like to live a passionate lifestyle. Passion should be better sense as a verb, or sense of purpose. Subsequently, students must evaluate what's truly important, relevant, meaningful and intrinsic."*
Presentation Skills (1)	▪ *"Students were able to complete their projects and gave outstanding presentations which, in large part, was due to the help from their mentors."*

Q10: How would you rate the quality of the help you received from the International Telementor Program (ITP) staff through this project on a scale of 1-5?

1 = "Poor"
5 = "Excellent"

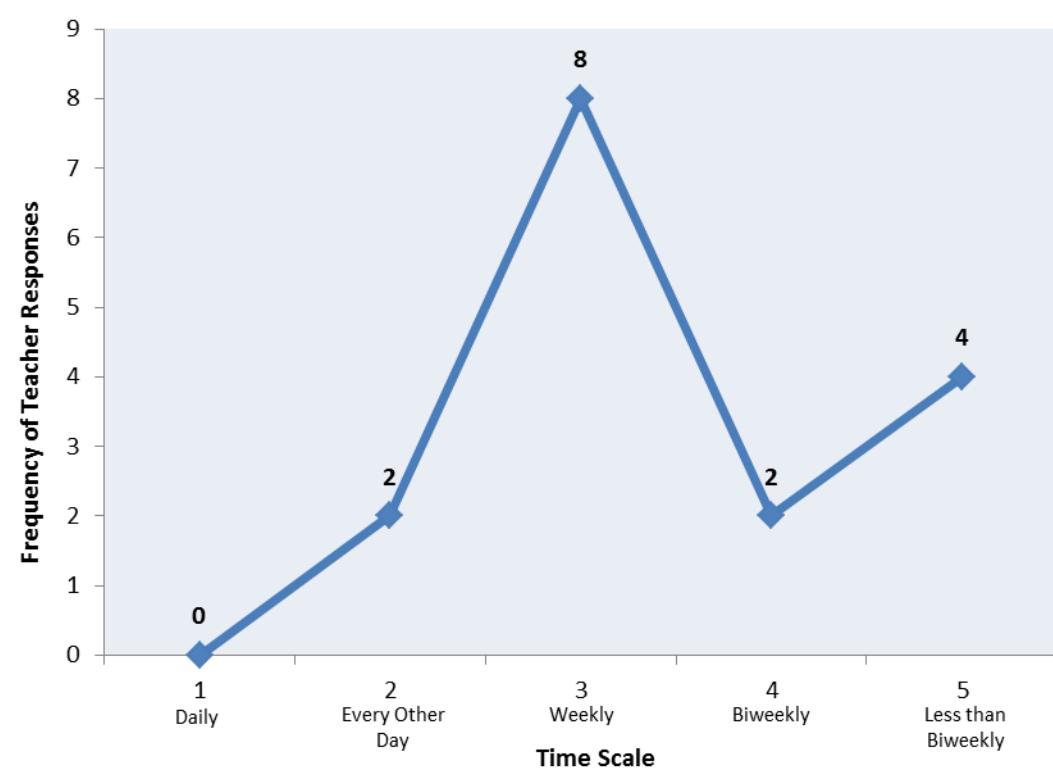*Figure 6.* Quality of Help Recived from ITC Staff, Telementor 2010-2012

Frequency	0	0	1	5	10
Scale	1	2	3	4	5

Teachers were asked to rate the quality of the help they received from the International Telementor Program (ITP) staff through this project on a scale of 1-5? The majority of teacher respondents indicated that they had either near excellent or excellent assistance from the ITP staff. This is a positive aspect for the ITP program because it demonstrates that support is readily available for teachers. The evaluator recommends that the ITP program continue to build on the quality support for teachers.

Q11: How often were you able to communicate with the mentor group as a whole?

1 = "Daily"
2 = "Every Other Day"
3 = "Weekly"
4 = "Biweekly"
5 = "Less Than Biweekly"

Figure 7. Rate of Communication with the Mentor Group, Telementor 2010-2012
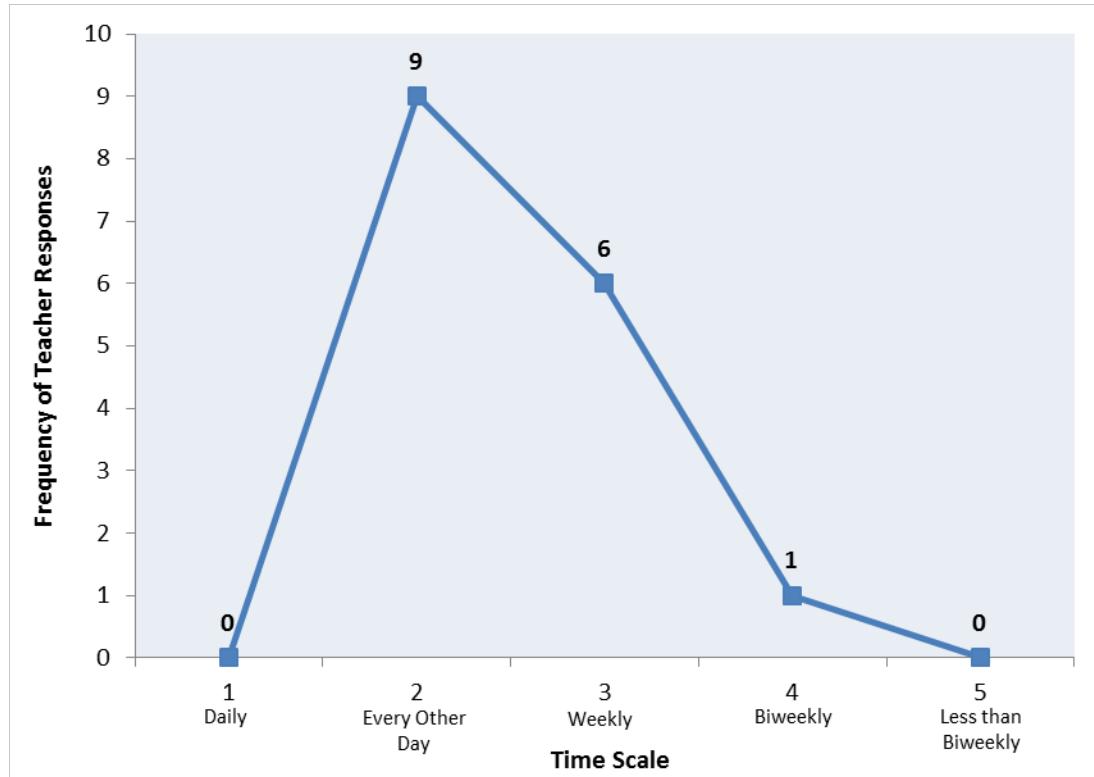

Frequency	0	2	8	2	4
Scale	1	2	3	4	5

In Figure 7, teachers were asked how often they were able to communicate with the mentor group as a whole. According to the data provided in Figure 7, teachers provided varying responses to this question. However, the majority of teachers responded that they were able to communicate with their students' mentors on a weekly basis. Based on these results, the evaluator recommends that the ITP program work with teachers to find opportunities to communicate with mentors on a more frequent basis.

Q12: How often were your students able to communicate, on average, with the mentors?

1 = "Daily"
2 = "Every Other Day"
3 = "Weekly"
4 = "Biweekly"
5 = "Less Than Biweekly"

Figure 8. Rate of Student-Mentor Communication, Telementor 2010-2012

Frequency	0	9	6	1	0
Scale	1	2	3	4	5

Teachers were asked in Question 12 how often were their students able to communicate, on average, with the mentors. According to Figure 8, the majority of teachers reported that their students were able to communicate with mentors every other day. The second highest response total was weekly. Based on the results, it is recommended that the ITP program work with teachers and students to push towards daily communication with mentors to enhance the experience of students in the ITP program.

Q13: Describe significant changes that you would like to see in the program or school environment that would improve the effectiveness of the program for you and your students. Please note who would be responsible for making those changes.

Table 4.

Changes to Improve Program Effectiveness, Telementor 2010-2012

Areas of Improvement	Selected Comments
Technology **(3)**	▪ *"Access to technology is prohibitive for us. Though there is a telementoring laptop cart, there are 15 laptops and some classes have 30+ students. There are times that we have access to the computer lab, and that proved helpful. I am not sure who is responsible for making changes regarding access to technology."* ▪ *"Availability of the telementoring computers was a large issue. In past years, the cart was available for the class that was currently involved in a project. This year, the computers were housed in the library which was inconvenient and did not contain enough for an entire class to do the project. This meant that I had to arrange for a different cart to be used in addition to my own classroom science set. This was not an easy task. One of the benefits of past projects was the access to the telementoring computers and this convenience has been removed. One of the main reasons many of the teachers on campus have elected to not do a project was this change."* ▪ *"The other thing our students would like to see a change in is their ability to connect with their mentors on Facebook. It's such a part of their lives, they don't fully understand why they can't become "friends" with the people they've been studying with for 3 months. I'm not sure- would this be a decision of ITP or could it be a site specific decision?"*
Time **(4)**	▪ *"More time in our curriculum to devote to these types of learning opportunities. We are so pressed for time already that I didn't feel like I was able to do the best job with this program. Curriculum department."* ▪ *"I want time to work with and plan with teachers on how to push our own thinking. I want us to look at how we can do this better, learn from each other, and put students in the position to succeed."* ▪ *"I think that this project was slightly drawn out. Perhaps if we could change the assignment length it would be helpful. Teachers would probably be in control of this."* ▪ *"I want to get the parents on board much quicker. I want to have a couple parent meetings right when I know what class I am going to work with and really make the parents feel like they also have a great opportunity and they can learn too."*
Class Size **(1)**	▪ *"From our end, I am hoping to make the class, called College Prep, a larger class where more than 10 kids take it in the semester."*
Local Involvment **(1)**	▪ *"More local involvement, so mentors can become more intimately involved with students. Ensure mentors are accessible and understand the true commitment to mentoring students in your program."*
Communication **(1)**	▪ *"I would love for the students to have direct communication with one another. A place to share ideas they have learned from their mentors."*
Selection Topic **(1)**	▪ *"The biggest change I would recommend would be the selection of topic- which I would be responsible for."*

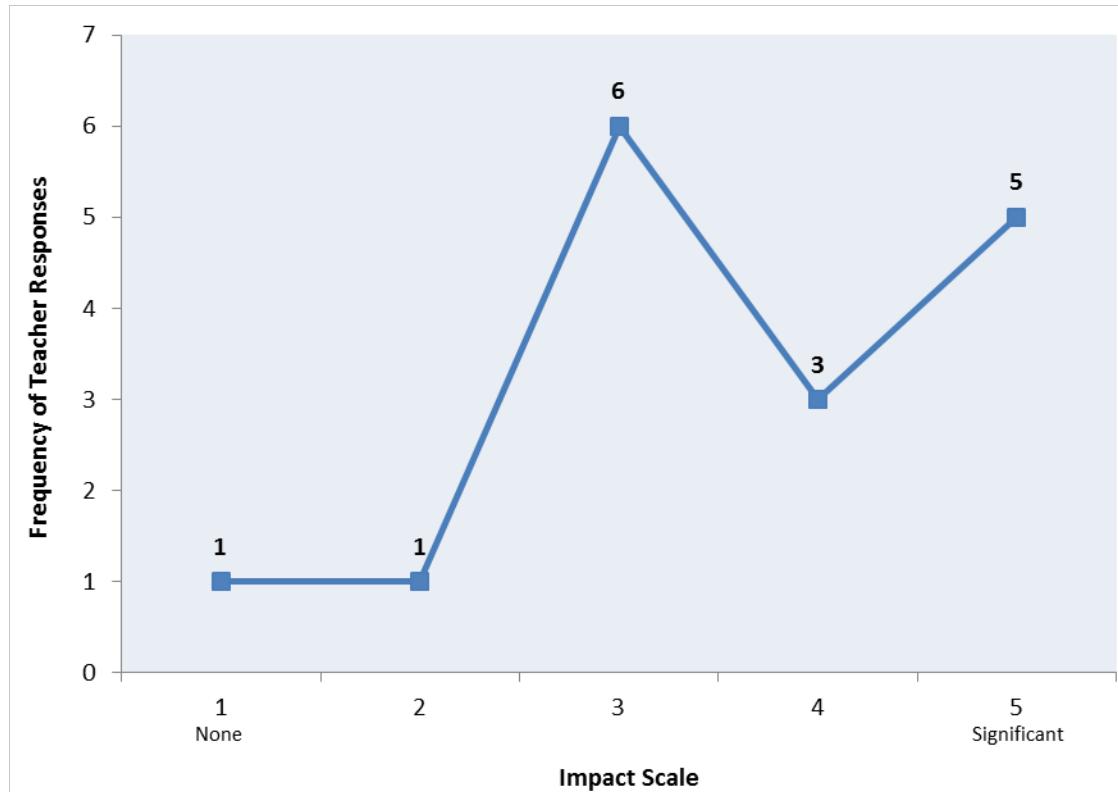**Q14: How has this program assisted you to use technology more effectively?**

Selected Teacher Responses:

- *"The creation and presentation of advanced power points during the project has helped me to be more creative in my own presentations."*

- *"This program gave me a concrete program to use in order to advocate for youth getting access to their computer lab. (Often, adults don't want to let youth use the technology they do have for fear it will break). I also had the opportunity to expose our youth to video conferencing!"*

- *"I learned [a lot] more about my email inbox. I have never used email as a sort of chat tool."*

- *"This program did not assist me, but it did make the students much more comfortable with the Internet, with attaching items to messages, it allowed students to up-load items."*

Q15: Please note the impact this program has had on meeting state or national standards on a scale of 1-5. Where 1 is none and 5 is significant.

1 = "None"
5 = "Significant"

Figure 9. Impact on State/National Standards, Telementor 2010-2012

Frequency	1	1	6	3	5
Scale	1	2	3	4	5

In Question 15, teachers were asked to note the impact the ITP program had on meeting state and national standards on a scale of 1-5. According to Figure 9, the majority of teachers (6) noted that the program had a moderate impact, while five (5) teachers noted that it had a significant impact. Overall, the results were mixed on this question. As a result, the evaluator encourages the ITP program to continue to work with teachers to discuss ways that the program can have a maximum impact on standardized test results for students.
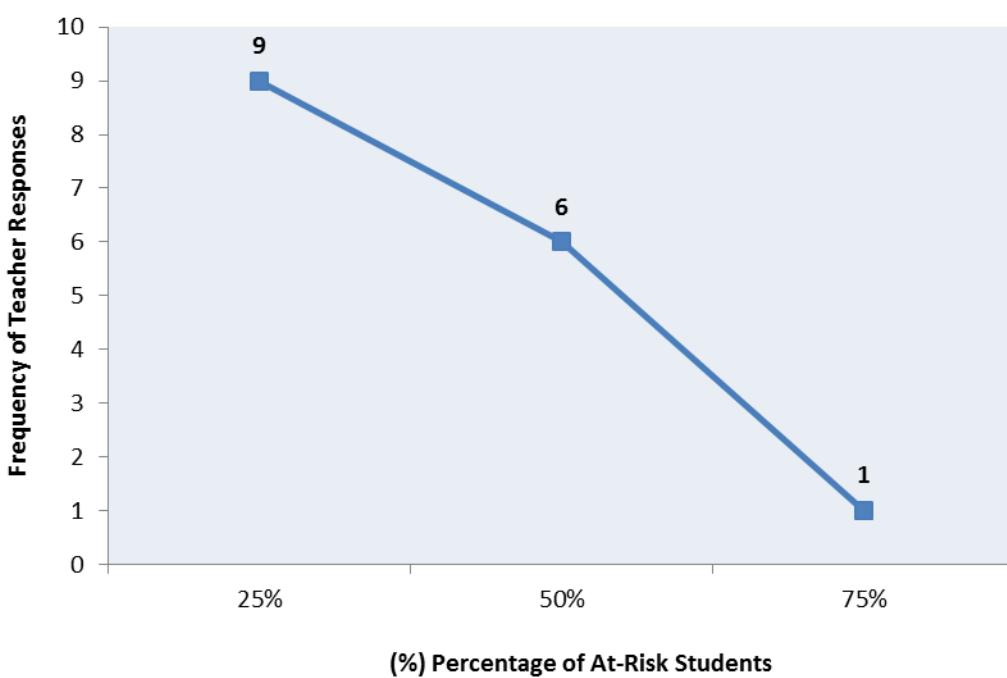
Q16: **Please describe this impact, if any, in your own words.**
Selected Teacher Responses:
"One of the state standards includes the ability to relate a chemical's structure to its function. This was the primary goal of the project."   *"The students project was directly linked to the State Marketing Education Standards. Once again the depth of knowledge the telementors provided was essential to the completion of the project."*   *"This class provided an easy way to incorporate the standards into real, meaningful work!"*   *"The students have learned a lot about writing and inquiry skills."*

Q17: If "students at-risk" are defined as those who have low motivation to learn, what percentage of the students you supervised this year met this criterion?

Figure 10. Percentage of At-Risk Students Supervised, Telementor 2010-2012

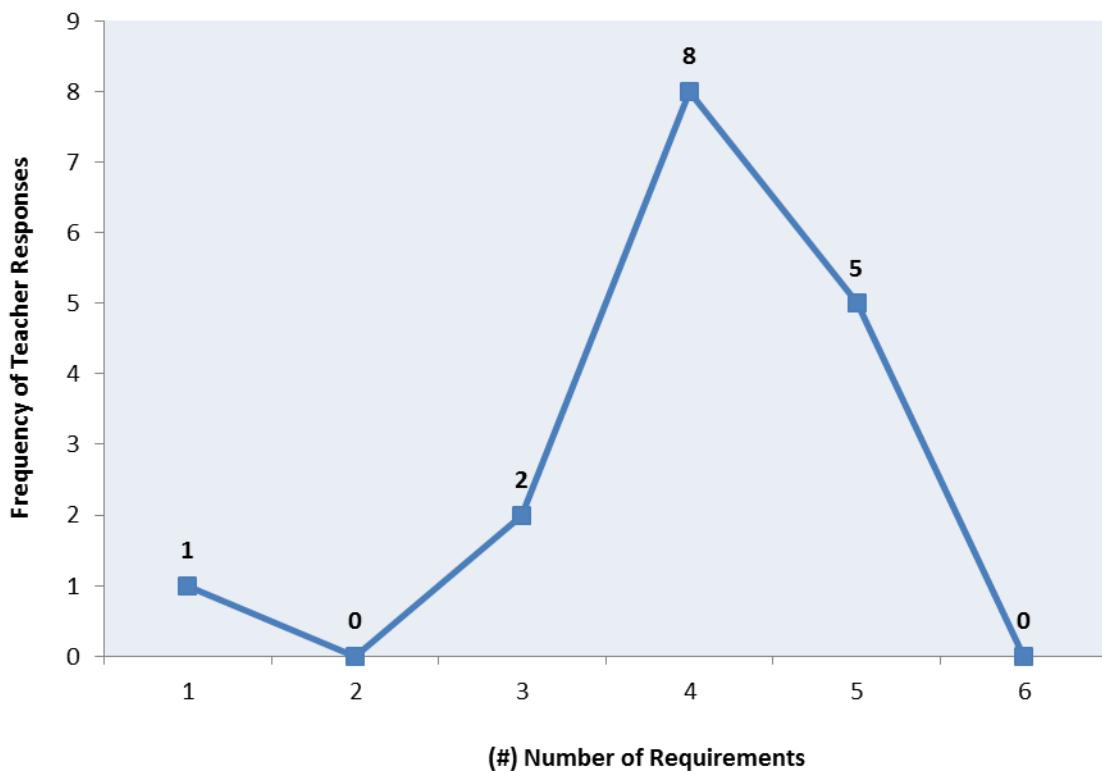| Frequency	9	6	1
%	25%	50%	75%

In Question 17, teachers were asked if students at-risk are defined as those who have low motivation to learn, what percentage of the students you supervised this year met this criterion? According to the responses in Figure 10, teachers reported that the majority of their students would fall into the 25% to 50% range. Based on these results, the evaluator recommends that the ITP program work closely with teachers to engage at-risk students in a more favorable way with the ITP program.

Q18: When you applied to be a teacher contact you were asked to meet the following requirements:

- All student/mentor communication is project based
- Participating students receive a subject grade and turn in work at least biweekly
- Teachers should communicate at least biweekly with the mentors
- Students should be self-selected for participation.
- Teachers should expect a high degree of accountability from their students.
- Teachers should respond to specific program problems within 48 hours

How many requirements were you able to meet this year?

Figure 11. Number of Requirements met by Teacher Contacts, Telementor 2010-2012

Frequency	1	0	2	8	5	0
#	1	2	3	4	5	6

Figure 18 highlights that the majority of teachers were able to meet 4 of the 6 requirements of the program. Another five (5) teachers were able to meet 5 standards. The evaluator recommends working with teachers to have the capacity to meet all the standards.

Q19: Please describe which requirements, if any, helped you be successful in the program?

Table 5.

Teacher Contact Requirements that Led to Program Success, Telementor 2010-2012

Requirement Areas	Selected Comments
Student-Mentor Communication (1)	▪ *"All communication between students and mentors was project-based, which helped students learn to focus their writing."*
Teacher-Mentor Communication (5)	▪ *"The assistance from the telementor staff was invaluable"* ▪ *"Teacher/mentor communication…."* ▪ *"Great communication with the director as well as the telementors."* ▪ *"Updating the project, sending communication to mentors, reading the emails and using that to help determine what should be done next to ensure greater success."* ▪ *"Project based communication…"*
Accountablity (4)	▪ *"I always expect a high degree of accountability in all of my projects. Having done this prior to this project helped the students know what to expect during class and the research project."* ▪ *"#5 [Teachers should expect a high degree of accountability from their students] is probably the most important."* ▪ *"Teachers should expect a high degree of accountability from their students."* ▪ *"…student accountability."*
Self-Selection (1)	▪ *"Our students were self-selected in that they completed an application to join. I think this established the sense of "buy-in".*
Teacher Response (1)	▪ *" Response to problems"*
Biweekly Grading (3)	▪ *"…Students received grades to make them more accountable."* ▪ *"The fact that the students had to corresponded bi-weekly, it was a huge help keeping them on track."* ▪ *"Students turning in work."*

Q20: Please describe which requirements, if any, were difficult to meet. Please note why these requirements were difficult to meet.

Table 6.

Teacher Contact Requirements that Presented Difficulty, Telementor 2010-2012

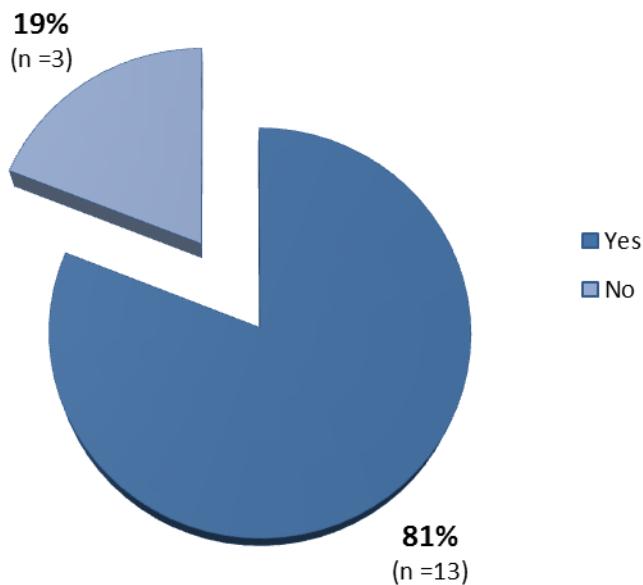| Difficult Requirement Areas	Selected Comments
Teacher-Mentor Communication (5)	▪ *"Communication biweekly is way too difficult unless the students do it at home because of curriculum constraint. I was not able to respond to specific problem immediately due to lack of knowledge of the program with this being my first time to use it."* ▪ *"Corresponding with the mentor on a bi-weekly basis, I had several projects going on at once. Sometimes it was difficult to reach all of them."* ▪ *"It was hard to stay on all the emails."* ▪ *"It was difficult to update the mentors."* ▪ *"Communicating with the mentors. It boils down to time and I always put my time into the students. I need and will be better about communicating with the mentors next year. I have come to find out that they mentors would prefer to be over informed rather than under informed."*
Self-Selection (4)	▪ *"Meeting the self-selection requirement was difficult. Teaching a class where some students participated and others did not would be a logistical challenged. I don't believe that not meeting this requirement affected project outcomes."* ▪ *"It is difficult to have students be self-selected for a project that earns a grade. Many students would elect to not do it due to the extensive work (in and out of class) that is required."* ▪ *"#4 [self-selection] was most difficult because it is very difficult to keep track of 20 kids doing different things. All of my students participated although I knew right off the bat that some may have had some problems staying motivated."* ▪ *"4 [self-selection]. Students should be self-selected for participation. (UTOPIA)"*
Teacher Response (2)	▪ *"Problems dealt with in 48 hours was sometimes hard because my class only meets every other day. We tried to make sure problems were solved in less than a week."* ▪ *"Sometimes staying on target with the due dates of the project was difficult for us to complete."*
Biweekly Grading (1)	▪ *"All communication is project based- difficult because our youth were so excited to connect with their mentors on a personal level. Since this was an extracurricular activity, I was not providing grades for this project at all. I was unaware of the requirement to communicate biweekly. I made my best effort to communicate weekly."*

Q21: If you were helping a new teacher start in this program, what advice would you offer that would aid this new teacher and his or her students to be successful participants?

Selected Teacher Responses:

- *"I would recommend that the teacher double-check all program requirements prior to agreeing to participate. Furthermore, I would tell the teacher that the project will take significantly more time, in some ways, more than double, to achieve objectives than more traditional instructional means."*

- *"Communicate your expectations clearly and consistently to students and mentors. Create checkpoints to assist in overall progress of the project. Try to insert local mentors, field trips and guest panels in conjunction with telementor for additional relevance and contextual learning."*

- *"I have a couple ideas: Make the first month of student communication happen at school. The students need the teacher support to get the first threads of communication going. Next, I would suggest that you get parent buy-in. I think when parents ask, what are you working on with your mentor, we are going to have a stronger relationship."*

- *"Reflect. Ask your kids to reflect. Put your preconceived notions aside. Look for how things can be done differently. Also, be honest with your students as to what you are thinking--it will make it easier for them to be honest with you, and the more honest the conversation become, the more kids will invest and respect what is happening."*

- *"Ongoing communication with the telementors. Give them as much information about the students and the project. Often I was able to provide other critical information as well. For example: the power at school going out, a student in an accident, attendance rate problems, etc...."*

- *"- Select a topic relevant to participants - Select a topic the mentors will have background knowledge of - Establish a project plan prior to starting the project - Establish contacts with organizations that may assist you with the project (presentations, field trips...) prior to starting the project - Don't be afraid to guide the mentors with your expectations of them."*

- *"Plan well ahead of time so that any problems can be avoided. This includes alternate assignments for days when the Internet is down or when computers become unavailable."*

Q22: Do you plan to participate in the program next year?

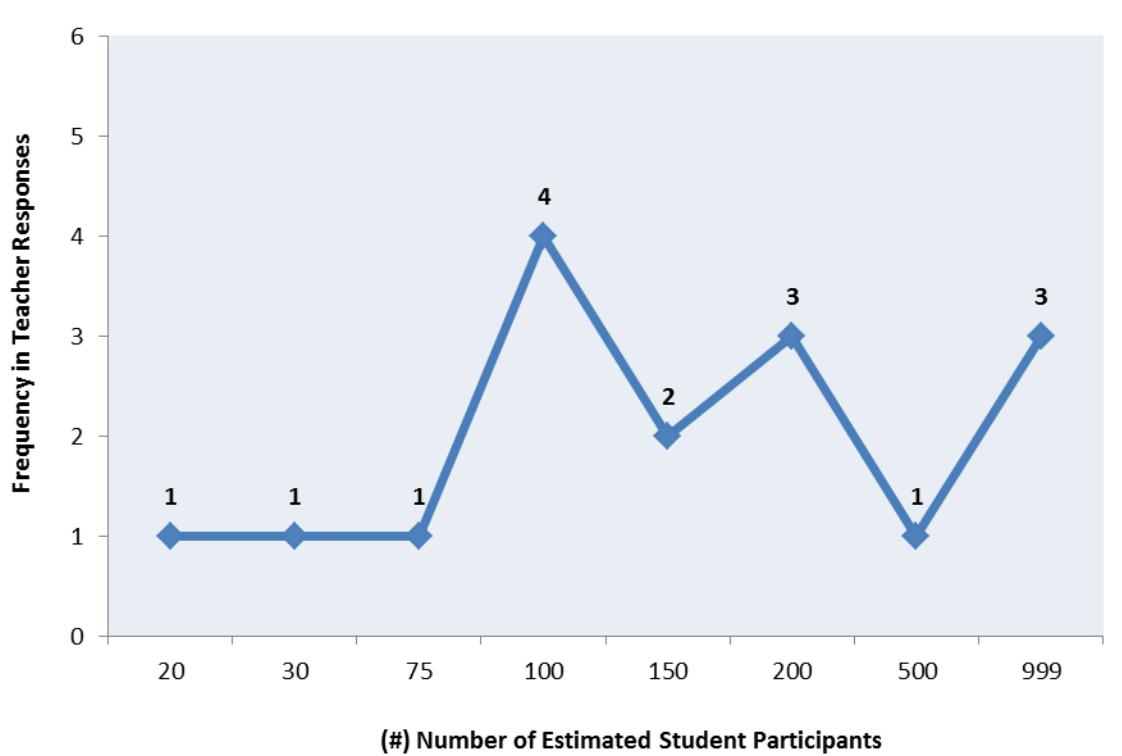*Figure 12.* Future Plans for Program Participation, Telementor 2010-2012

In Question 22, teachers were asked if they planned to participate in the program next year. Thirteen (13) or 81% of the sixteen (16) teachers noted that they planned to participate next year in the ITP program. Only three (3) or 19% of the sixteen (16) teachers mentioned that they did not have an interest in returning. Based on these results, the evaluator encourages the ITP program to develop an exit survey with teachers who do not plan on returning to ascertain the reasons for such a decision.

Q23: Please estimate how many students in your school district or city could take advantage of this program next year?

Figure 13. Estimated Number of Future Student Participants, Telementor 2010-2012

Frequency	1	1	1	4	2	3	1	3
#	20	30	75	100	150	200	500	999

In Question 23, teachers were asked to estimate how many students in your school district or city could take advantage of this program next year. Based on Figure 13, teachers provided various responses. According to the responses, future numbers of students ranged from 20 to over 1,000 students that could possibly be in the ITP program the following year. Based on these results, the evaluator encourages the ITP program to follow-up with these teachers to continue to build the number of students served in the program.

Q24: What additional training would you recommend for teachers next year?

Selected Teacher Responses:

- *"Any training on computer applications such as power point would be very beneficial."*

- *"I would encourage them to serve as a mentor (if possible) prior to starting their own project. This would allow them to see the program from a variety of perspectives and would likely enhance teachers' communication with mentors."*

- *"[Schedule] either once a week, or every other week, [a] meeting to talk about what teachers see, what they think it means, and how kids and teachers can be pushed. Giving an assignment that helps the students move forward at least once a week, or every other week."*

- *"A teacher that is experienced with the program could present a two to three hour workshop. "*

- *"Maybe training on how the program works. "*

- *"I do not think that extra training is needed."*

- *"[Training about] what does a STEM classroom look like."*

CONCLUSION

This report documents data from teacher respondents who participated in the International Telementor Program (ITP) from October 2010 – November 2012. Overall, teachers reported a positive experience in having their students to work with their mentors to navigate their academic journey through their secondary school experience with firm aspirations for pursuing postsecondary options and careers after their educational attainment. In this report, teachers provided valuable data on the successes and challenges of the ITP program. The evaluator recommends that the ITP program carefully review the content of this report for future improvement of the program for teachers and students. All data provided in this report was provided by the ITP program.

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