Exploring the Mentor Role in the Context of Teacher Residency Programs

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Abstract

In residency programs, the mentor clearly plays a key role in the training of the resident, yet little is known about the breadth of activities in which mentors participate or which factors are associated with their longer-term satisfaction and retention as mentors. This paper explores the relationship between several factors known to promote positive experiences and longevity among mentors. The purpose is to better understand the factors that encourage mentor teachers to continue serving as mentors in the context of teacher residency programs. Drawing on data from 25 residency programs across the U.S., we use hierarchical linear models to estimate relationships and find that having clear expectations about roles and responsibilities and feeling supported by the residency program and school are consistent correlates of feeling prepared, frequency of implementing key practices with residents, and perceived impact of the mentoring experience on teachers' own practice. The biggest correlate of whether a mentor teacher wants to continue serving as a teacher is whether they feel like their service had a positive impact on their own teaching practice.

Introduction

Using cooperating or mentor teachers to coach and mentor pre-service teachers is the foundation of many teacher training models. Preservice teachers can learn from observing and working alongside mentor teachers and by utilizing their classroom space to hone their own practice. Yet, many cooperating teachers feel ill-equipped to handle the range of responsibilities

associated with mentoring, as well as a lack of ongoing support, resulting in frustration for cooperating teachers and sub-optimal experiences for pre-service teachers.

Drawing on survey data from mentor teachers serving with teacher residency programs, we examine the association between mentor teachers' feelings of support and preparedness, the frequency with which they engage with their residents on a range of activities, whether these factors promote positive, impactful experiences, and the extent to which these feelings are associated with mentor teachers' plans to continue serving as mentors.

The role of mentoring in a teacher residency program

This paper draws on data from teachers serving as mentors for residency programs using the National Center for Teacher Residencies (NCTR) residency model. Residency programs are teacher training programs that partner with local school districts with the agreement that residents can train in their classrooms in exchange for a commitment that the resident will teach in the partner district (typically for a few years) upon graduation. Residency programs build on research suggesting that new teachers who are placed in schools that are demographically similar to the schools in which they were trained are ultimately more effective than new teachers placed in dissimilar schools (Goldharber, Krieg & Theobald, 2017). To combine practice with theory, residents simultaneously take graduate coursework to earn a master's degree. There is often a strong emphasis on training residents to serve in culturally diverse school settings (Hammerness & Craig, 2016; Tindle et. al., 2011). School districts typically provide a stipend to mentors, and residency programs typically provide a stipend to residents as they learn to teach in the classroom. These components (i.e., experiential learning, graduate coursework, and a stipend) are the structural backbone of most residency programs. They thus offer a unique pipeline by

which under-resourced school districts can recruit and retain highly effective teachers who will be ready to serve students as soon as they earn their teaching certificates.

Mentoring in a Residency Program

Teacher residency programs are designed to provide pre-professional, experiential learning opportunities for teachers in training (i.e., residents). NCTR advocates for a specific residency model in which the cooperating teacher is not simply a host but a mentor for the resident. Programs employing NCTR's "mentor model" select teachers to serve as mentors based on their experience, efficacy in the classroom, and willingness to act as a mentor and serve as a model of success in a classroom (National Center for Teacher Residencies, 2019). Mentors provide mentorship to the residents over the course of a school year, offering guidance and support, as well as structured feedback based on their observations. Residency programs typically provide ongoing training to mentors to support this work.

Research suggests that residency programs that employ a mentor model can be effective at training new cohorts of teachers (Rosenberg & Miles, 2018; Papay et al., 2012; Garrison, 2019) and may even produce gains for students in classrooms that contain residents (Casciano et al., 2020). Yet, the success of residency programs in reaching their goals depends in large part on the extent to which the program is implemented with fidelity to the residency model, which includes careful recruitment of both mentors and residents, a well-integrated, experiential curriculum, sufficient financial assistance, and adequate support and training for the mentor and resident (Guha, 2017). Rosenberg & Miles (2018) further notes that the residency program model is based on the belief that teachers-in-training improve by observing excellent teaching by experienced teachers, applying what they learn in real classrooms, and by receiving on-time

feedback from their expert mentors. To achieve these benefits, residency programs have to be designed and implemented strategically so residents can maximize their learning, which in turn will transfer into higher impact on student achievement.

Promoting feelings of success among mentors

In residency programs employing this mentor model, the mentor clearly plays a key role in the training of the resident, yet little is known about the breadth of activities in which mentors participate or which factors are associated with their longer-term satisfaction and retention as mentors. Mentoring requires learning specific knowledge and skills (Schwille, 2008), yet Hoffman et al's (2015) review suggests that cooperating teachers often lack formal training in coaching or mentorship, and their experience with preservice training often lacks key activities, such as reflection, that are critical for shaping teacher practice. Cooperating teachers are often uncertain of their roles and responsibilities (Bradbury & Koballa, 2008; Dunne & Bennett, 1997), and report feeling unprepared and lacking support to carry out some key functions of their role (Valencia et al., 2009). In many contexts, mentor teachers and preservice teachers may have different perceptions of their roles and responsibilities, what their relationship should look like, or how much feedback the mentor teachers should be giving the preservice teacher, which creates tension (Bradbury & Koballa, 2008; Hoffman et al., 2015).

Research indicates that training cooperating teachers how to coach preservice teachers can be effective in shaping how cooperating teachers approach their role (Gareis & Grant, 2014; Hoffman et al., 2015; Hennissen et al., 2010). Giving cooperating teachers appropriate training, particularly in the methods and practices the preservice teachers are learning in their degree programs, prompts them to align their coaching with the preservice teachers' needs and not

simply rely on the methods or ways of thinking they may have adopted over time in the classroom (Martin, 1997; Valencia et al., 2009). Beutel et al. (2017) find that participating in a mentor preparation program helped mentors develop shared understanding and expectations around their role and encouraged self-reflection and collaborative inquiry.

If done correctly, serving as a coach or mentor may also impact cooperating teachers' own beliefs and practices (Jewell, 2007). Hoffman et al. (2015) cite several reasons for this in their review, including "reflecting on their own practice, learning new techniques, and recognizing and honoring cultural differences" (p. 110). Mathur, Gehrke & Kim (2012) similarly find that mentoring encourages teachers to critically reflect on their own practice.

Theoretical framework

This paper explores the relationship between several factors known to promote positive experiences between mentor teachers and preservice teachers. The purpose is to better understand the factors that encourage mentor teachers to continue serving as mentors in the context of teacher residency programs. Our theory for how a well-implemented residency program may promote mentor success and longevity is shown in Figure 1. After recruiting experienced, high quality teachers who are interested in serving as mentors, residency programs begin the engagement by explicitly outlining their expectations for mentors, including roles and responsibilities. Additionally, they provide training on how mentors can best support residents in the classroom and the types of activities in which they should be routinely engaged. This support continues throughout the year-long residency, with school leaders also providing timely and routine support and feedback, in addition to financial assistance, to mentors. Training and support encourage mentors to implement the program with fidelity to the model, including but

not limited to meeting and co-planning routinely with residents, coaching and supporting them to use new instructional approaches, reviewing student data together, and ultimately gradually releasing all aspects of classroom instruction to the resident. Receiving appropriate and ongoing support and implementing the program correctly prompts mentors to have more positive feelings about the program. Additionally, due to the ongoing support and experience of having successfully coached and mentored a resident, mentors feel they themselves growing professionally, both as a teacher and teacher leader. This prompts mentor teachers to want to continue working as mentors in the future.

This paper tests this model by asking the following research questions (RQ):

- RQ1: Do mentors that report that their residency program offered clear expectations and ongoing training and support feel more prepared to implement the program than mentors that report less clarity on expectations or less training and ongoing support?

- RQ2: Do mentors that report that the program offered clear expectations and ongoing training and support implement key activities more frequently than mentors that report less clarity on expectations or less training and ongoing support?

- RQ3: Do mentors that implement key activities more frequently report more positive feedback about their experience in the program, compared to mentors who implement activities less frequently?

- RQ4: Do mentors that implement key activities more frequently report a greater impact on their own teaching practice, compared to mentors who implement activities less frequently?

- RQ5: Are mentors who report stronger feelings about the program and an impact on their own teaching practice more likely to report planning to continue serving as a mentor?

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Figure 1. Theoretical framework for how teacher residency programs can promote mentor longevity.
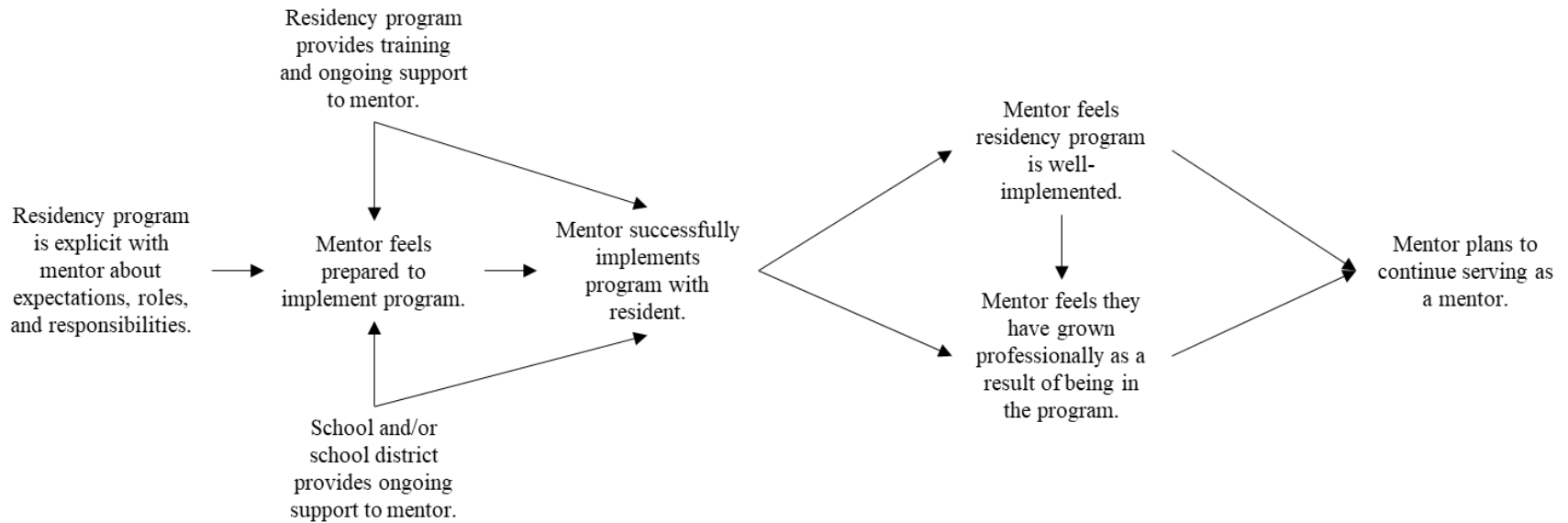
Data and Study Sample

NCTR administers end-of-year surveys annually to stakeholders, including residents, mentor teachers, and principals. We draw on stakeholder survey data from mentor teachers collected by NCTR in 2016 – 17 and 2017 – 18. The data includes 692 mentor responses across 25 programs. All mentors in the sample participated in one of 25 residency programs that used NCTR's residency model.

Measures

Below we describe the measures used in the analysis, including scale scores and associated Chronbach's alpha estimates. Means for each measure are provided in the Results section.

Expectations, roles, and responsibilities. We draw on three questions related to mentors' feelings that the vision and expectations for both effective mentoring and effective teaching were clearly defined, as well as whether the mentor's roles and responsibilities were clearly defined. Mentors provided responses on a scale ranging from 1 (strongly disagree) to 4 (strongly agree). Using these three questions, we create a scale called EXPECTATIONS ($\alpha = .892$).

Residency program and school provide ongoing training and support. The survey asks teachers three questions to gauge the extent to which mentors feel supported by their residency program, and four questions to gauge the extent to which they feel supported by their schools. Mentors provided responses to questions such as "I feel supported by the residency program" on a scale ranging from 1 (strongly disagree) to 4 (strongly agree). We used these questions to

create two scales: support from the residency program (SUPPORT$_{RES}$, α = .879) and support

from the mentor's school (SUPPORT$_{SCHOOL}$ α = .774).

Mentor feels prepared to implement specific activities. The survey gauges the extent to

which mentors feel their training effectively prepared them to implement the required activities.

The survey asks about 20 specific activities covering co-teaching, co-planning, classroom

management, reviewing data, and other key activities. Mentors provided responses to these

questions on a scale ranging from 1 to 5: 1 (preparation not provided); 2 (not effective); 3

(somewhat effective); 4 (effective); and 5 (very effective). We used these 20 questions to create a

scale of overall preparedness (PREPARED, α = .969).

Mentor implements required activities. The survey also asks mentors to report on the

frequency with which they actually implement the 20 activities. Mentors provided responses on a

scale ranging from 1 to 5: 1 (never); 2 (1 – 2 times per semester); 3 (monthly); 4 (weekly); and 5

(daily). We used these 20 questions to create a scale of overall preparedness (ACTIVITES, α =

.878).

Mentor feels residency program is well-implemented. The survey asks mentors eight

questions about their sense that the program is relevant and aligns with their school's practices, is

manageable for the mentor and resident, and is effective in training the resident. Mentors

responded to questions on a scale ranging from 1 (strongly disagree) to 4 (strongly agree). We

used mentors' responses to create a scale called EXPERIENCE (α = .829).

Mentor feels they have grown professionally as a result of being in the program. The

survey asks mentors two questions to measure their sense that the program has impacted their

own practice. Mentors are asked to respond on a scale ranging from 1 (strongly disagree) to 4

(strongly agree) to the following statements: "Being a residency program mentor makes me a more effective teacher" and "My experiences as a mentor have improved by abilities as a teacher leader." Though there are only two questions, they varied together, and so we created a summary scale called IMPACT ($\alpha = .894$).

Mentor wants to continue serving as a mentor. The survey asks teachers to respond on a scale ranging from 1 (strongly disagree) to 4 (strongly agree) whether they plan to return as a mentor for their residency program in the next year. We retain this measure, called CONTINUE, as a 1 to 4 scale.

METHODS

We begin by presenting simple means for each of the questions asked of mentors as well as the summary scales. To answer our research questions, we use a hierarchical linear regression approach that accounts for the fact that mentors are clustered within residency programs and program years.

Table 1 summarizes the variables included in each model. To answer RQ1, we regress PREPARED on EXPECTATIONS and both SUPPORT scales in order to observe the extent to which feelings of preparedness are associated with having clear expectations for roles and responsibilities and feelings of support. To answer RQ2, we regress ACTIVITIES on EXPECTATIONS, the SUPPORT scales, and the PREPARED scale. RQ3 regresses EXPERIENCE on the EXPECTATIONS scale, SUPPORT scales, and PREPARED and ACTVITIES scales, while RQ4 accounts for each of these scales plus the EXPERIENCE scale in estimating the extent to which teachers felt the program impacted their own practice (IMPACT).

Finally, to understand the factors associated with mentor teachers' plans to continue serving as mentors, we include all of the scales as independent variables in the model.

Table 1. Summary of independent variables included in each multilevel regression model.+

DV:	RQ/Model 1 PREPARED	RQ/Model 2 ACTIVITIES	RQ/Model 3 EXPERIENCE	RQ/Model 4 IMPACT	RQ/Model 5 CONTINUE
IVs:					
EXPECTATIONS	x	x	x	x	x
SUPPORT$_{RES}$	x	x	x	x	x
SUPPORT$_{SCHOOL}$	x	x	x	x	x
PREPARED	--	x	x	x	x
ACTIVITIES	--	--	x	x	x
EXPERIENCE	--	--	--	x	x
IMPACT	--	--	--	--	x

DV = dependent variable
IV = independent variables
+All models also control for program year and use mixed effects to account for clustering of survey responses within programs and years.

Results

Table 2 reports simple means for questions on the EXPECTATIONS scale and each SUPPORT scale. On each question related to expectations and roles and responsibilities, average responses were around 3.0, corresponding to "Agree" on the four-point scale. Scores on each of the support questions and overall SUPPORT scales were also about 3.0. Taken together, this suggests teachers generally agreed that expectations, roles, and responsibilities were clearly defined, and they felt supported by their residency program and school, though across the questions between 10 and 37 percent of mentors disagreed or strongly disagreed with the statements.

Table 2. Mentors' responses to questions about clearly defined expectations, feelings of support, and general programmatic experiences (N = 692)

"Indicate your agreement with the following statements about your experience as a mentor in the residency program"	Average score (scale: 1 - 4)
Expectations, roles, and responsibilities clearly defined	
The vision and expectations for effective mentoring/coaching in the residency program are clearly defined.	3.1
The vision and expectations for effective teaching in the residency program are clearly defined.	3.1
My roles and responsibilities as a mentor were clearly defined by my residency program.	3.2
EXPECTATIONS scale (α = .892)	*3.1*
Mentor feels supported by residency program	
I feel supported by the residency program.	3.2
The residency program provides me with timely and relevant feedback on my performance as a mentor.	2.8
The support I receive from residency program staff improves my performance as a mentor.	3.0
SUPPORT$_{RES}$ scale (α = .879)	*3.0*
Mentor feels supported by school	
My school leader supports me in my role as a mentor.	3.2
My school leader provides me with timely and relevant feedback on my performance as a mentor.	2.7
My school supports me in my role as a mentor by providing a stipend that sufficiently compensates me for the time and effort I spend serving as a mentor.	3.1
My school supports me in my role as a mentor by providing sufficient time to serve as a mentor.	2.9
SUPPORT$_{SCHOOL}$ scale (α = .774)	*3.0*

Source: 2017 and 2018 NCTR Mentor Survey Data.

Table 3 reports how prepared mentors felt to execute specific activities based on their training, as well as the frequency with which they implemented the activities. Mentors reported fairly high levels of both preparedness and frequency of activities. On the 5-point summary scale, on average, mentors reported their residency programs were "effective" (score of 4) at preparing them for critical activities. A minority of teachers – between roughly 3.5 and 10 percent, depending on the activity – had not been prepared at all for the activity or found the preparation not effective.

Table 3. Mentor teachers' responses to questions on preparedness and frequency of specific activities with residents (N = 692).

Questions	Preparedness (scale: 1 - 5)	Frequency (scale: 1 - 5)
Use coaching strategies to support residents	4.1	4.5
Have dedicated meeting time with your resident	4.1	4.4
Support your resident to observe your practice	4.1	4.3
Release full responsibility for all aspects of classroom instruction to your resident	4.0	3.7
Co-teach with your resident	4.0	4.2
Examine strategies for effective instruction with your resident	4.0	4.3
Use resident performance and effectiveness data	4.0	3.6
Support your resident to promote diversity and inclusion in the classroom	4.0	4.3
Support residents to use new instructional approaches	4.0	4.2
Co-plan instruction with your resident	4.0	4.1
Examine with your resident strategies for classroom management	3.9	4.5
Examine with your resident how to adapt their teaching approach to meet students' learning needs/styles	3.9	4.4
Examine the progress of students in your class with your resident	3.8	4.3
Examine how to assess student progress with your resident	3.8	4.1
Examine feedback on your mentoring/coaching practice with residency program staff	3.8	3.1
Set specific mentoring/coaching improvement goals	3.8	3.1
Examine feedback on your mentoring/coaching practice with fellow mentors	3.8	2.9
Use adult learning strategies to support residents	3.7	4.1
Work with resident to use multiple forms of student data	3.7	3.9
Examine with your resident strategies for student, family, and community engagement	3.6	3.6
Scales	*3.9* *(α = .969)*	*4.0* *(α = 0.878)*

Source: 2017 and 2018 NCTR Mentor Survey Data.

Similarly, mentors reported participating in specific joint activities with residents at a minimum between monthly and weekly, and sometimes more often for some activities. Mentors reported engaging in the following activities most commonly: using coaching strategies to support residents; examining strategies for classroom management and effective instruction; examining student progress and how to adapt their teaching approach to meet students' learning needs; supporting residents to promote diversity and inclusion in the classroom; and having dedicated meeting time. As a point of reference, Table 4 shows the percent of mentors reporting

they engaged in each activity less than monthly. Most of the activities in which a greater share of mentors reported participating less frequently were related to examining their own feedback, goal setting, and reflecting. That said, about one-in-five mentors reported that they release full responsibility of classroom instruction to their residents on less than a monthly basis.

Table 4. Percent of mentor teachers reporting participating in each activity less than monthly (N = 692).

Questions		% less than monthly
Examine feedback on your mentoring/coaching practice with fellow mentors		32.8
Set specific mentoring/coaching improvement goals		28.8
Examine feedback on your mentoring/coaching practice with residency program staff		26.3
Release full responsibility for all aspects of classroom instruction to your resident		21.2
Examine with your resident strategies for student, family, and community engagement		9.4
Use resident performance and effectiveness data		8.5
Use adult learning strategies to support residents		8.5
Co-teach with your resident		6.9
Support your resident to observe your practice		4.5
Co-plan instruction with your resident		4.3
Work with resident to use multiple forms of student data		3.9
Support your resident to promote diversity and inclusion in the classroom		3.6
Examine how to assess student progress with your resident		2.3
Examine strategies for effective instruction with your resident		1.9
Examine the progress of students in your class with your resident		1.9
Use coaching strategies to support residents		1.7
Support residents to use new instructional approaches		1.3
Examine with your resident how to adapt their teaching approach to meet students' learning needs/styles		1.3
Examine with your resident strategies for classroom management		0.7
Have dedicated meeting time with your resident		0.4

Source: 2017 and 2018 NCTR Mentor Survey Data.

Table 5 shows mentors' responses to questions gauging their experiences with the program, such as whether they felt the workload was manageable and whether their resident was a good match. Once again, on the four-point scale, average responses hovered around a 3.0, indicating mentors felt the program was well-designed and implemented. That said, across each of the eight questions, between eight and 16 percent of mentors disagreed or strongly disagreed with the statements.

Table 5. Mentors' responses to questions about clearly defined expectations, feelings of support, and general programmatic experiences (N = 692)

| *"Indicate your agreement with the following statements about your experience as a mentor in the residency program"*	**Average score (scale: 1 - 4)**
Mentor reports positive programmatic experiences	
My school's expectations for instructional practice align with the residency program's vision and expectations for effective teaching.	3.2
I have a manageable workload.	3.1
My resident has a manageable workload.	2.9
The coursework provided to residents by the residency program is relevant to my school context and classroom.	3.0
The gradual release of teaching responsibilities from me to my resident is paced appropriately.	3.0
My residency program offers residents a good balance of theoretical and practical strategies to strengthen their effectiveness in the classroom.	3.1
The residency program is preparing my resident to be an effective teacher.	3.2
My resident is a good match for me.	3.3
EXPERIENCE scale (α = .829)	*3.1*

Source: 2017 and 2018 NCTR Mentor Survey Data.

Table 6 shows mentor teachers' responses to questions about whether serving as a mentor teacher positively impacted their own teaching practice. As the estimates show, nearly all teachers agree or, modally, strongly agree that serving as a mentor made them a more effective teacher and improved their abilities as a teacher leader. The average score on the four-point scale was a 3.5 across the two questions.

Table 6. Mentors' responses to questions about the extent to which serving as a mentor improved their own teaching practice (N = 692).

	Strongly Disagree (1)	**Disagree (2)**	**Agree (3)**	**Strongly Agree (4)**	**Average score (1 - 4)**	**Combined scale (1 - 4)**
Being a residency program mentor makes me a more effective teacher.	1.3	3.8	44.4	50.6	3.4	
My experiences as a mentor have improved my abilities as a teacher leader.	0.4	2.2	45.7	51.7	3.5	3.5

Lastly, Figure 2 shows mentor teachers' responses to a question about whether they plan to return as a mentor the following year. Roughly 70 percent of teachers either agreed or strongly

agreed they planned to return, 22.5 percent disagreed, and 7.4 percent strongly disagreed they would return.

Figure 2. Mentors' agreement with question of whether they plan to return as a mentor next year (N = 692).
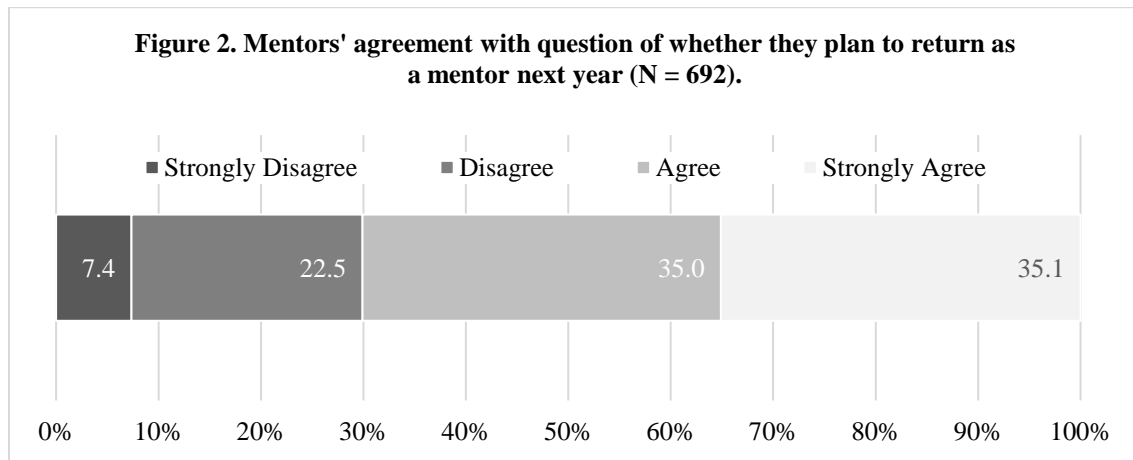
Correlational analysis

RQ1 asks whether there is an association between mentors' sense of clarity and support and their feelings of preparedness to implement program activities with their residents. As shown in Model 1 of Table 7, there is a positive and statistically significant relationship between how strongly mentors felt roles and responsibilities were clear and their feelings of preparedness, as well as how supported they felt and feelings of preparedness. To assist with interpretation, a one unit increase on each of the EXPECTATIONS, SUPPORT$_{RES}$, and SUPPORT$_{SCHOOL}$ scales is associated with .33-, .39-, and .18-point increases, respectively, on the PREPARED scale. When we look at whether there is a relationship between these variables and the frequency with which they actually implemented the activities (Model 2), we see that support from school and feelings of preparedness are positively and significantly associated with how often mentors implement activities with their residents. Clear roles and responsibilities and support from the residency program are not associated with frequency of implementation once we account for these feelings of preparedness. Thus, to summarize, having clear expectations and feeling supported by the

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residency program and school are correlated with feelings of preparedness, which in turn is

correlated with frequency of implementing key activities.

Table 7. Results from hierarchical regression analyses estimating key outcomes (N = 692). Estimates show coefficients with standard errors in parentheses.

DV:	RQ/Model 1 PREPARED	RQ/Model 2 ACTIVITIES	RQ/Model 3 EXPERIENCE	RQ/Model 4 IMPACT	RQ/Model 5 CONTINUE
IVs:					
EXPECTATIONS	.331*** (.044)	-.013 (.036)	.299*** (.027)	.123** (.043)	-.005 (.070)
SUPPORT$_{RES}$	.393*** (.042)	-.008 (.035)	.069** (.026)	.137*** (.039)	.172** (.063)
SUPPORT$_{SCHOOL}$	.176*** (.038)	.098** (.031)	.157*** (.024)	.098** (.035)	.113* (.056)
PREPARED	--	.206*** (.030)	.087*** (.023)	-.006 (.034)	.005 (.056)
ACTIVITIES	--	--	.040 (.028)	-.017 (.042)	.109 (.066)
EXPERIENCE	--	--	--	.376*** (.056)	.291** (.093)
IMPACT	--	--	--	--	.545*** (.060)

DV = dependent variable
IV = independent variables
+All models will also control for program year and use mixed effects to account for clustering of survey responses within programs and years.
*** p<.001, ** p<.01, *p<.05

RQ3 asks whether the above variables are associated with mentors' feelings that the

program was generally a good experience. As shown in Model 3 of Table 7, clear expectations

around roles and responsibilities, feeling supported, and feeling prepared are all positively

associated with feeling the residency program was a good experience. The frequency with which

mentors implemented the activities is not associated with whether they felt the program was a

good experience. Moreover, feeling the program was a good experience, as well as clear

expectations and feelings of support, are all significantly associated with whether mentors felt

serving as a mentor positively impacted their own teaching practice (Model 4). Having positive

overall feelings about the experience is the strongest correlate. To summarize, both clarity and

feeling supported are associated with a better overall experience, which in turn is associated with feeling like serving as a mentor positively impacts their practice.

Finally, Model 5 looks at the relationship between each of the above variables and mentors' plans to return as a mentor. Overall, feeling supported both by the residency program and school, as well as feeling the program was a good experience that impacted their own practice, are associated with whether teachers plan to continue serving as mentors. Feeling that the program impacted their own practice is most strongly related to plans to return. Even with the other variables in the model, a one-point increase on the four-point IMPACT scale is associated with a .55 point increase on the CONTINUE scale.

To summarize:

- Having clear expectations about roles and responsibilities is associated with mentors feeling prepared, like the program was a good experience, and that the program had a positive impact on their own teaching practice.

- Feeling supported by their residency program and school is consistently correlated with feelings of preparedness, implementation of activities, positive feelings about the program experience, impact on teaching practice, and plans to continue working as a mentor.

- Feeling prepared to execute the program activities is significantly associated with how frequently the mentors implemented the activities and whether the program was a good experience.

- Mentors that implemented the activities more often did not appear to feel differently about the program or its impact and did not appear to feel more or less likely to want to continue working as a mentor.

- Feeling that the program was a good experience is highly correlated with feeling the experience impacted their teaching practice and the desire to continue as a mentor.

- The biggest correlate of whether a mentor teacher wants to continue serving as a mentor is whether they feel like their service had a positive impact on their own teaching practice.

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