



# TITLE II-A, MENTOR-MENTEE DATABASE SUMMARY, 2009–2010

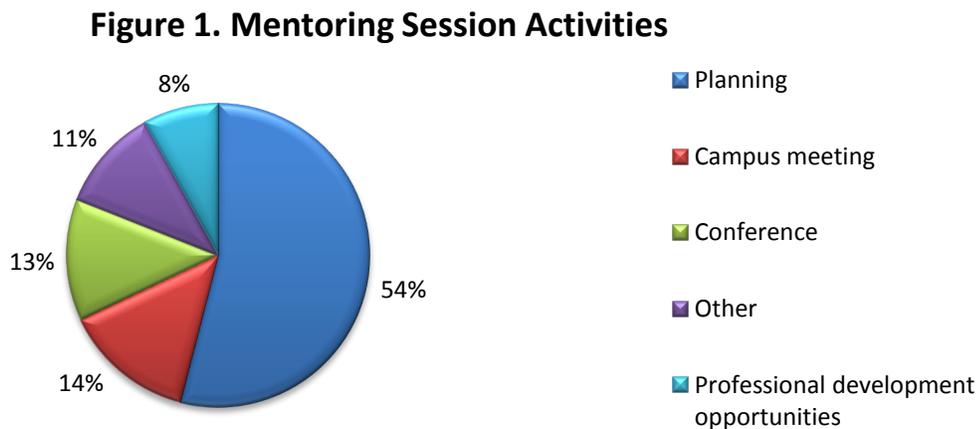
November 2010

## Introduction

The purpose of Title II-A is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. During 2009–2010, through Title II-A funding, 479 of Austin Independent School District’s (AISD) new teachers were mentored by 419 experienced staff members for 1,045,635 minutes. On average, the 12,842 mentoring sessions lasted 82 minutes. The longest sessions lasted 6 hours, and others were 15 minutes only. On average, mentors conducted 31 sessions, and mentees participated in 27 sessions. One mentor-mentee pair had 107 sessions, and a few pairs had one session only. Four mentors each had three mentees, 57 mentors each had two mentees, and 328 mentors each had one mentee only. Five mentees each had two mentors, and 474 mentees each had one mentor only.

## Mentoring Session Activities

As shown in Figure 1, planning (54%) was the most commonly occurring activity during mentoring sessions, followed by campus meetings (14%), conferences (13%), other (11%), and professional development opportunities (8%).

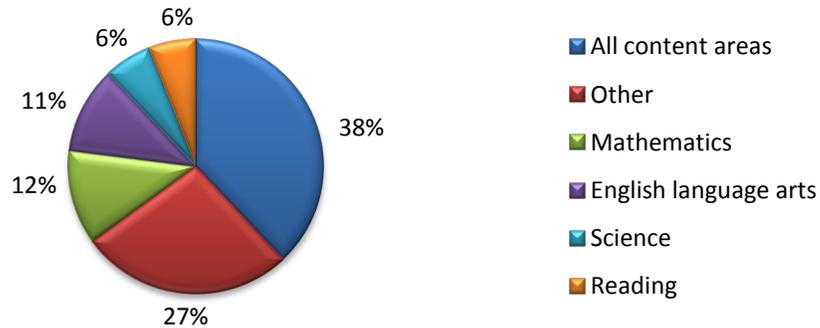


Source. AISD Mentor-Mentee Database, 2009–2010

### Mentoring Session Content Areas

As shown in Figure 2, 38% of sessions focused on all content areas. Additional content areas addressed included other (27%); mathematics (math, 12%); English/language arts (11%); science (6%); and reading (6%).

**Figure 2. Mentoring Session Content Areas**



Source. AISD Mentor-Mentee Database, 2009–2010

### Mentoring, by School Level

As shown in Table 1, most mentors (65%) and mentees (65%) were at the elementary school level, followed by middle school mentors (21%) and mentees (22%), and high school mentors (14%) and mentees (13%). Similarly, most sessions were conducted at the elementary school level (67%), followed by the middle school level (21%) and the high school level (13%). Overall session length corresponded to numbers of mentors, mentees, and sessions, with the majority of minutes being spent at the elementary level (66%), followed by the middle school level (22%) and the high school level (12%).

**Table 1. Mentors, Mentees, Sessions, and Minutes per Session**

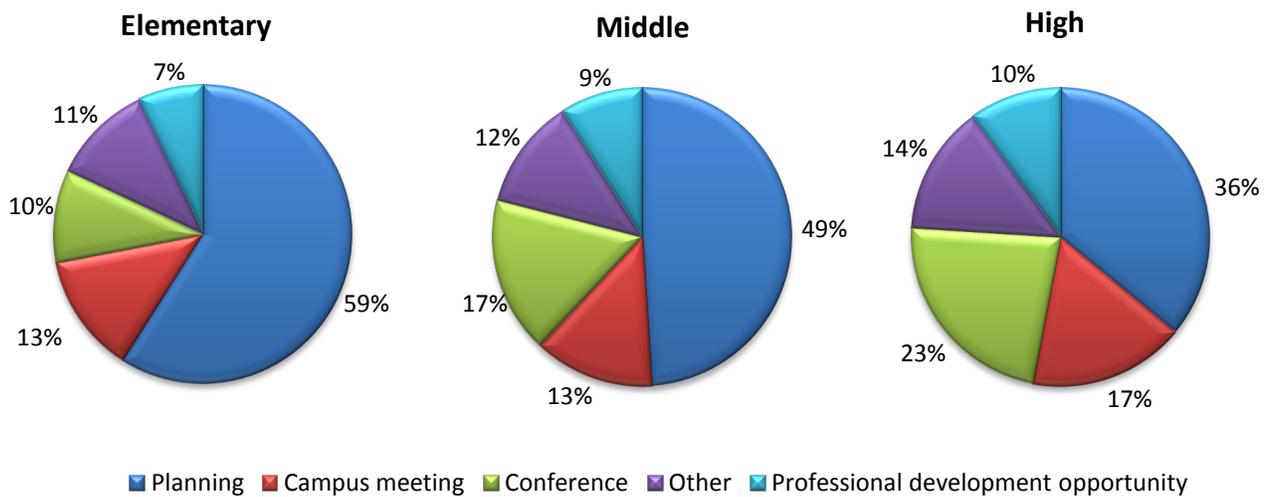
School level	Number and percentage of mentors	Number and percentage of mentees	Number and percentage of sessions	Number and percentage of minutes per session
Elementary	272 (65%)	310 (65%)	8, 579 (67%)	691,247 (66%)
Middle	89 (21%)	106 (22%)	2,647 (21%)	229,798 (22%)
High	58 (14%)	63 (13%)	1,616 (13%)	124,590 (12%)
<b>Total</b>	<b>419</b>	<b>479</b>	<b>12,842</b>	<b>1,045,635</b>

Source. PDC E-Campus Database, 2009–2010

### Mentoring Session Activities, by School Level

As shown in Figure 3, for all three school levels, the most commonly occurring activity during mentoring sessions was planning. However, planning occurred more often at the elementary level (59%) than at the middle school (49%) or high school level (36%). The second most commonly occurring activity during mentoring sessions for teachers at the high school level was conferencing (23%). Conferencing took place less often for teachers at the middle school (17%) and elementary (10%) levels.

**Figure 3. Mentoring Session Activities, by School Level**

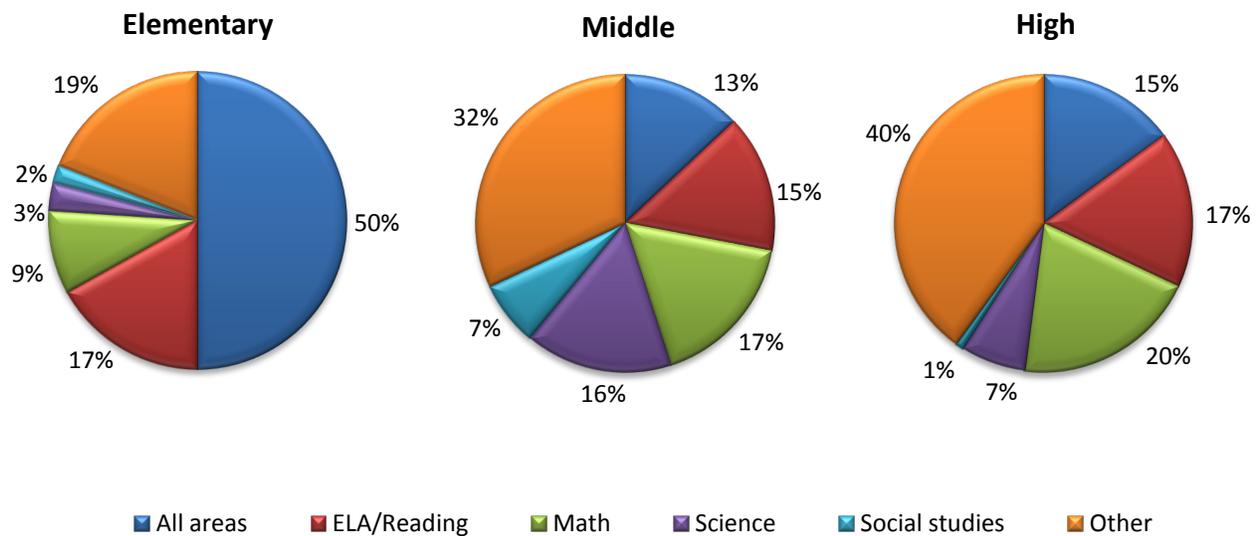


Source. AISD Mentor-Mentee Database, 2009–2010

### Mentoring Session Content Area, by School Level

As shown in Figure 4, half of all mentoring sessions at the elementary school level addressed all content areas. Mentoring sessions at the middle and high school levels addressed all content areas less often, with 13% of middle school sessions and 15% of high school sessions focusing on all content areas. Middle and high school mentoring sessions tended to address other content areas more often than did elementary school sessions, with 32% of middle school sessions and 40% of high school sessions focusing on other content areas. Other content areas included arts, civics/government, economics, history, music, physical education, and other unspecified content areas. In addition, elementary mentoring sessions addressed English language arts and reading (17%), math (9%), science (3%), and social studies (2%). Middle school mentoring sessions focused on math (17%), science (16%), English/language art and reading (15%), and social studies (7%). High school sessions addressed math (20%), English/language arts and reading (17%), science (7%), and social studies (1%).

**Figure 4. Mentoring Session Content Area, by School Level**



Source. AISD Mentor-Mentee Database, 2009–2010

**Summary**

During 2009–2010, through Title II-A funds, 479 new teachers were mentored by 471 experienced AISD employees. More than 12,000 mentoring sessions occurred. On average, the sessions lasted one hour and twenty minutes. Regardless of school level, mentoring sessions frequently included planning and focused on either all content areas or other content areas. The percentage of sessions focusing on math and other content areas increased along with school level. The percentage of sessions focusing on all content areas decreased as school level increased.