Volume 23 Issue 22
Originally issued as G4

Global Journal of human-social science: G
Linguistics & Education
Volume 23 Issue 4 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Mentoring Uncertified Teachers in Guyana

By Keitha-Gail Martin-Kerr

Abstract- In 2022, Guyana's Ministry of Education began a teacher licensing system highlighting the need for continuous development. Teacher quality is a challenge in many developing countries. The research question that guided this study was: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills? Data were collected and analyzed using the Delphi Technique, a group decision-making method, to reach a consensus that identified what a customized professional development solution for uncertified teachers in two high schools in Guyana entailed, specifically an intensive mentoring intervention. Results from this study showed that a customized professional development intensive mentoring training program could be beneficial for uncertified teachers in Guyana. The findings implied the presence of collaboration, support, and collegially sharing ideas and strategies that address evidence-based teaching practices.

GJHSS-G Classification: *FOR Code: 1303*

MENTORINGUNCERTIFIEDTEACHERSINGUYANA

Strictly as per the compliance and regulations of:

© 2023. Keitha-Gail Martin-Kerr. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

Mentoring Uncertified Teachers in Guyana

Keitha-Gail Martin-Kerr

Abstract- In 2022, Guyana's Ministry of Education began a teacher licensing system highlighting the need for continuous development. Teacher quality is a challenge in many developing countries. The research question that guided this study was: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills? Data were collected and analyzed using the Delphi Technique, a group decision-making method, to reach a consensus that identified what a customized professional development solution for uncertified teachers in two high schools in Guyana entailed, specifically an intensive mentoring intervention. Results from this study showed that a customized professional development intensive mentoring training program could be beneficial for uncertified teachers in Guyana. The findings implied the presence of collaboration, support, and collegially sharing ideas and strategies that address evidence-based teaching practices.

I. Introduction

The success of the education system of any country depends on its having certified classroom teachers to deliver superior instruction to our students (Burton, 2005). However, some developing countries' circumstances are such that, more often than not, educators are uncertified and do not possess the requisite skills to promote quality education (Brown, 2000; Cook, 2012; Robinson, 2017). When a nation's education system lacks certified teachers who do not possess effective pedagogical, content knowledge, and adequate classroom management capabilities, it impairs the learning power of students (Karhus, 2010). Research has shown that teachers with formal training in instructional delivery and classroom management skills produce higher education benchmarks for students rather than uncertified teachers who lack this training (Gatbonton, 2008). Therefore, this study examined the implications of uncertified teachers in two secondary schools in Guyana and recommended more viable solutions. Some of the implications for student learning associated with having uncertified teachers have included teachers being ill-prepared as they lack training in pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011). Among those problems studied, this research aligns with the international literature where scholars identified some core effects that included slower academic progress in students (Darling-Hammond, Holtzman, Gatlin & Heilig, 2005); higher incidences of disruptive behavior in the classroom (Schussler, 2009; Marzano & Marzano, 2003); uncertified teachers had higher stress levels (Darling-Hammond, et al., 2005), and they lacked preparedness that caused lower test scores on in-house and mandatory examinations (Neild & Farley-Ripple, 2008).

Further, the difficulties associated with uncertified teachers caused rippling effects on other sectors of the country. Many developing nations are facing similar difficulties; the focus of this study was Guyana (Brown, 2000; Cook, 2012, Limbong & Lumbantoruan, 2022; Robinson, 2017). The researchers used the Delphi Technique, a group decision-making method, to develop a customized professional development solution to enhance the uncertified teachers' pedagogical, content knowledge, and classroom management skills. The findings from this research will add to the body of knowledge on one way to mentor uncertified teachers in developing countries.

II. Literature Review

This study seeks to answer the research questions: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom managementskills? Research has shown that undesirable student's academic performance has been the result of uncertified teachers who lacked pedagogical, content knowledge, and classroom management skills and who were unable to deliver quality instruction (Billingsley, 2004; Darling-Hammond et al., 2005; Henevald & Craig, 1996; Leu, 2005, 2004; O'Dwyer, Carey & Kleiman, 2007). The literature review for this study was brief but very diverse, multifaceted, and extensive. We begin with a short discussion of uncertified teachers in the classrooms, followed by describing the importance of mentoring in the field of education; next, we discussed teacher mentoring programs and teacher mentoring strategies and professional development to intentionally shed light on how a customized professional development intensive mentoring program might influence the preparation of uncertified teachers in Guyana.

a) *Uncertified Teachers in the Classrooms*

According to Abosi (2007), the term uncertified teachers is defined as teachers called into the teaching profession before they have fully developed pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioral issues. After

Author: *e-mail: kmartink@umn.edu*

© 2023 Global Journals

researching, Abosi (2007) concluded that uncertified teachers could not manage their classes and proficiently execute a lesson efficiently. In the context of this study, uncertified teachers are synonymous with pre-trained teachers who had not gone through the country's teacher training program. In contrast, certified teachers have completed the country's two-year associate degree program and received a teacher training certification. The results of a qualitativestudy by Darling-Hammond, Holtzman, Gatlin, and Heilig (2005), indicated a positive correlation between certified teachers and students' learning outcomes. In another study, students in classrooms with uncertified teachers showed very little or no academic progress, and uncertified teachers reported a high level of student behavior referral (Schussler, 2009). This suggests the need for more support for uncertified teachers. Schussler (2009) concluded uncertified teachers lacking pedagogical skills, content knowledge, and classroom management skills had monumental damaging consequences on student learning and achievement, as well as the teacher's ability to teach effectively. Therefore, having a cadre of highly qualified and trained teachers was the solution (Leu, 2005). In the 2008 - 2009 school year, 36 % of the total 8,683 classroom teachers in Guyana entered the profession without the necessary teacher education and training (Guyana Ministry of Education, 2012). Based on the Statutory Teaching Service Commission in Guyana, a teacher must complete a trained teacher Diploma or Certificate before an appointment as a teacher is made by this Commission. According to the Minister of Education, only 77% of primary education teachers are trained/certified today (Kaieteur News, 2015). Since many of the teachers in Guyana are uncertified, mentoring might be a viable solution to help them gain the knowledge and skills they need.

b) Importance of Mentoring in the Field of Education

In the field of education, experts have argued that supporting uncertified teachers with various teacher mentoring interventions can enhance teacher quality, job satisfaction, quality delivery of classroom instruction, and students' classroom behavior and academic performance (Achenstein & Athanases, 2006; Smith & Ingersoll, 2004) promoting overall professional, psychological, and personal growth and development of all involved. In the context of this study, mentoring is defined as a support program that provides uncertified classroom teachers with various opportunities for learning which enhance their practical professional knowledge in the classroom. Intervention is defined as a strategy used to teach new skills to uncertified teachers; hence, mentoring is an intervention strategy.

Across the United States of America today, the focus of education policymakers and reformers is to close the achievement gap through the provision of highly qualified teachers and equitable distribution of educational resources (Eckert, 2013; Mestry, 2019). To accomplish thisambitious target, every State Education Department, through the *No Child Left Behind Act of 2001* (NCLB) is mandated to have a certified teacher for every classroom across that state. This federal law pressured states and school systems across America to investigate, identify, and implement strategies and programs to improve teacher quality, student achievement and lower behavioral referrals. Similar standards might be set in place for Guyana (Guyana - Ministry of Education, 2012). Uncertified teachers are expected to execute their teaching and classroom responsibilities similarly to their more experienced counterparts (Sterling & Frazier, 2011) with limited support from school administrators or other school personnel. Researchers (Daresh, 2003; Swaminathan & Reed, 2020) noted that uncertified teachers are expected to perform at thesame skill level as seasoned and experienced teachers. Due to these expectations, uncertified teachers might benefit from specialized or customized intensive mentoring professional development support to move along the continuum from being an uncertified teacher to a fully-fledged certified teacher capable of performing the duties and functions of a certified teacher. To this end, a customized professional development (intensive mentoring) intervention might help the uncertified teacher achieve competent and effective classroom skills that will enhance organization, time management, interpersonal skills, delivery of quality instruction, improve students' academic performance, and lowering behavior incidences (Achenstein & Athanases, 2006). The benefits include capable and competent teachers, improved uncertified teachers' self-esteem, teachers who are highly motivated and less frustrated and disillusioned, and lastly, mentoring can result in higher productivity (Daresh, 2003).

c) Teacher Mentoring Programs

Uncertified classroom teachers bring with them a great sense of enthusiasm when they enter the teaching profession. However, a short time later, the demands for being a competent teacher and a lack of classroom support cause these uncertified teachers to soon experience frustration and isolation (Brennan, Thames, & Roberts, 1999; Brown & Wynn, 2009; Provasnik & Dorfman, 2005). A resource or tool that has been found to be useful in reducing the frustration and isolation experienced by uncertified teachers and aiding in producing competent classroom teachers is teacher mentoring intervention (Shernoff et al., 2011).

With a severe shortage of certified teachers and a growing demand for the employment of certified and highly qualified classroom teachers, a customized professional development teachermentoring intervention is one tool to alleviate this situation (Ingersoll, 2002).

© 2023 Global Journals

Teacher mentoring programs provide uncertified classroom teachers with various opportunities for contextualized learning or workplace learning which enhance their practical professional knowledge in the classroom (Shernoff et al., 2011). Mentoring uncertified teachers during their early years in the teaching profession is crucial to their professional development and might yield long-term benefits such as improved instructional, pedagogical, and classroom management skills (Oliver, Conney, & Maor, 2009). Teacher mentoring intervention provides a collegial relationship that is based on providing encouragement, confidence building, constructive comments, openness, trust, respect, and the willingness to learn (Dymock, 1999; Mutchler et al., 2000; Strong, 2005). Additionally, teacher mentoring intervention includes uncertified teachers regularly interacting with mentors, discussing evidence of student learning - by looking at students' work, and developing strategies to strengthen the uncertified teachers' instructions and learning environments in collaboration with the mentor (Shernoff et al., 2011; Sterling & Frazier, 2011). Carefully designed teacher mentoring programs can support uncertified classroom teachers, enhancing their pedagogical content and classroom management skills.

The objective of mentoring programs for uncertified teachers is to have the uncertified classroom teachers and mentors collaborate and develop appropriate, workable pedagogical content knowledge and classroom management skills (Sterling & Frazier, 2010; Sterling & Frazier, 2011). A supportive school environment and climate can significantly impact the mentoring experience of uncertified classroom teachers. Mentors would assess the mentees' teaching skills, and where mentees have strengths, the mentors would build on these strengths. As uncertified teachers acquired new pedagogical, content knowledge, and classroom management skills, their instructional and classroom management skills enhanced (Kane & Fontaine, 2008; Solomon, 2009; Zigo & Derrico, 2009). If uncertified classroom teachers are satisfied with their pedagogical, content knowledge, and classroom management skills, there areseveral positive outcomes, such as a reduction of attrition, enhancement of collegiality, effective communication with colleagues, students, and parents, and improved job performance (Boreen, Johnson, Niday, & Potts, 2009; Faucette & Nugent, 2012; Kane & Fontaine, 2008; Solomon, 2009; Zigo & Derrico, 2009).

During individual coaching sessions, mentors help uncertified teachers set professional goals, create lessons plan for rigorous classroom instruction (aligned with key learning standards), analyze student work, and reflect on student progress (Moir, 2009). In addition, the mentor may also teach or model a lesson while the uncertified high school teacher observes (Darling-Hammond, 2003; Faucette & Nugent, 2012). From these experiences, uncertified classroom teachers would learn to develop their teaching and classroom management skills based on what they observe. They would then utilize the strategies observed by the mentor when they are placed in the classroom, where they will adapt what they have learned and blend those lessons with their teaching and experiences to form their unique classroom management style (Moir, 2009). Additionally, uncertified high school teachers' content knowledge and pedagogy can be strengthened through collaboration and dialogue. Through collaboration, the uncertified classroom teachers utilized the strategies of their colleagues to improve their confidence and teaching skills and solve teaching-relating problems in their respective classrooms (Sterling & Frazier, 2011; Fenzel, Dean, & Darden, 2014). These are a few benefits of teacher mentoring programs and how they might support uncertified teachers.

d) Teacher Mentoring Strategies and Professional Development

Teacher mentoring and professional development strategies for uncertified classroom teachers are centered on a process that involved the introduction, illustration, and application of targeted practice and evaluation of their experiences. Afterward, uncertified teachers and mentors reflect on the mastery of the targeted practice to promote informed understanding and to decide on the next step in the learning process to further develop a deeper understanding, use, and mastery of targeted practice (Trivette, Raab & Dunst, 2012). Teacher mentoring strategies can help uncertified and certified teachers become competent classroom teachers. These strategies might include oral and written summaries of key points made throughout the lesson, the Know/Want-to-Know/Learned (KWL) Chart, teachers setting clear expectations for students, and clearly defined consequences for inappropriate behaviors (Glasgow & Hicks, 2009). These and other teacher mentoring strategies can aid in the enhancement of uncertified teachers' pedagogical, content knowledge, and classroom management skills. Boreen et al., (2009) supported the idea that teacher mentoring strategies can have a positive impact on student learning, behavior, and uncertified teachers' teaching skills and experience.

Regarding the classroom environment, Glasgow and Hicks (2009) identified strategies to help uncertified classroom teachers organize and set up their classrooms. They believed mentors should guide the uncertified teacher in developing their classroom management skills based on the schools' district and management plan. Mentors working with mentees can provide opportunities for mentors and mentees to plan the first day and week of school activities together (Glasgow & Hicks, 2009). To accomplish this task, mentees are invited to visit their mentors' classroom and

© 2023 Global Journals

observe how they arrange their classroom; executes lesson while integrating classroom management techniques and appropriate instructional technology (Sterling & Frazier, 2011; Fenzel, Dean, & Darden, 2014). During these inter-visitations, the uncertified teacher getsthe opportunity to observe how mentors are managing their classroom environment, time, and discipline. Mentors are also invited to visit the uncertified teachers' classrooms to observe their planning and execution of lessons (Glasgow & Hicks, 2009). Following these visits, the mentors and uncertified teachers meet to discuss both the positive and negative aspects of the lesson and the mentees' teaching skills (Glasgow & Hicks, 2009; Sterling & Frazier, 2011; Fenzel et al., 2014). During the meetings between the mentors and the uncertified teachers, several issues are addressed, such as best teaching practices and how these best practices can be incorporated into the execution of lessons (Sterling & Frazier, 2011).

Lastly, the mentors might listen to any concerns the uncertified classroom teacher may have and discuss those concerns without being judgmental of the teachers' teaching skills (Glasgow & Hicks, 2009). After the development of classroom management skills, the emphasis can shift to the development of teaching techniques (Richards, 2010). Providing uncertified high school classroom teachers with real-life teaching experiences or opportunities through the utilization of teacher mentoring and professional development strategies can have profound consequences on their classroom teaching skills. Uncertified classroom teachers' instructional practices would be enhanced; students' behavioral referrals would be minimized and allow for a higher degree of classroom teaching and student learning opportunities. Through ongoing teacher mentoring and professional development, mentors are constantly demonstrating the targeted strategy. By so doing, the uncertified teachers would become well-versed in these strategies to enhance their pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011; Fenzel et al., 2014). The results of practicing these strategies are improved students' academic performance and decreased behavioral referrals. After becoming well-versed in the targeted teaching strategies, the uncertified teachers reflect on their mastery of the targetedpractice, such as looking at samples of students' work produced from the lesson taught, discussing and reflecting on students' successes and failures to promote greater informed understanding when another lesson is presented. Following the reflection, mentors and uncertified teachers use the knowledge garnered through teacher mentoring strategies from the targeted classroom practice to make decisions on the next step in the learning process to better their teaching practice and meet the academic needs of the students. Mentoring strategies can help uncertified teachers develop many pedagogical skills they need to succeed in the classroom.

III. Research Site and Method

Guyana is located on the northeastern coast of South America and has a population of 747,884 (Guyana Statistical Bureau, 2014). At the time of this research in 2015, the only public access data available was the 2011-2012 school data. Guyana had 426 secondary or high schools (Guyana Ministry of Education, 2012). The number of public school teachers who were employed by the Ministry of Education during 2011 - 2012 was 15,746. Among those, 12,124 were certified, while 3,622 teachers were uncertified, representing 23% of the teachingpopulation who lacked formal training.

Consequently, Guyana has faced many of the challenges associated with uncertified teachers. As mentioned previously, the term uncertified teacher is defined as a teacher called intothe teaching profession before having fully developed pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioralissues (Abosi, 2007). In the context of this study, uncertified teachers are synonymous with pre-trained teachers who had not gone through the country's teacher training program. In contrast, certified teachers have completed the country's two-year associate degree program and received a teacher training certification. It must be noted that many certified teachers have not fully developed the pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioral issues, as this might come with years of experience in the classroom.

Delphi Technique was used to conduct this research. The Delphi Technique is a qualitative research method using systematic solicitation and collection of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses (Wiersma & Jurs 2009). The Delphi Technique was used to identify elements and practices for the professional training strategy or intensive mentoring intervention. Intensive mentoring refers to the continuous support of uncertified teachers (Stanulis & Floden, 2009). The decision to use theDelphi Technique was viewed as the most appropriate qualitative data-gathering approach to collect data regarding elements to be included in a customized professional development program. Using Delphi Technique had the promise to convey richness and intensity of detail in a way that quantitative research could not provide for the phenomenon being studied (Mason, Augustyn, & Seakhoa-King, 2010).

The Delphi Technique was selected as the most appropriate research method for this study for five main

© 2023 Global Journals

reasons (a) it provided a greater understanding in answering the research question; (b) educational outcomes from research studies could be multifaceted, so Delphi Technique provided more thoughtful explanations; (c) it provided anonymity to respondents; (d) it provided a controlled feedback process; and (e) it provided the suitability of a variety of techniques to interpret the data (Hsu & Sandford, 2007). Using the Delphi Technique, data were captured from a targeted sample of education professionals. Participants served as Delphi members, comprising eight uncertified and four certified high school teachers, two principals, and two senior officers from the Central Ministry of Guyana. The Delphi panel of reviewers had a vested interest in the customized intensive mentoring professional development program. The qualitative data gathered through the use of the Delphi Technique comprised three rounds of questioning and feedback from the Delphi panel members over six weeks. It was the most appropriate method for addressing the purpose of this study, as participants were vested in supporting uncertified teachers to develop the pedagogical and content skills need to be more successful in the classroom.

IV. Findings

The findings for the study were presented after the administration of three rounds or iterations of questionnaires by the researchers using Delphi panel of experts as respondents. The Delphi panel participants' opinions, experiences, and ideas were based on their knowledge, roles, and responsibilities on the issues researched. The researchers used the responses of the 16 Delphi panel members to answer the sample questions from the interview guide protocol and pre-round teaching practices questionnaire (see Appendix A) to develop the pre-round classroom observation questions, leading to the first round questions (see Appendix B). Participants' responses provided an extensive range of data. Data were gathered and analyzed from the opened-ended responses from the Delphi panel members to each question asked during the interviews. The themes that emerged from the data were then associated with the research question: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills?

a) Themes associated with the interview and pre-round Teaching Practices Questions

Based on the 16 Delphi panel members' responses to the questions for the interview guide protocol and pre-round teaching practice sample questions - five distinct themes emerged:

(a) Instructional strategies improve the quality of uncertified classroom teachers' instruction; (b) Content knowledge provided the mentee teachers with various opportunities to improve their content knowledge teaching skills and the delivery of quality classroom instruction, and (c) Classroom management skills strengthened the mentee's classroom management skills and hence the delivery of quality classroom instruction (d) School administration providing clear and precise teaching expectations for mentees would influence mentees' teaching skills; and (e) Uncertified teachers, mentees, showed confidence in executing classroom activities when supported by individuals who have vital roles and responsibilities in the mentoring process. These emergent themes were directly related to the broad research question: How does a customized professional development intensive mentoring training program influence the preparation of uncertified teachers?

b) Themes associated with the Customized Intensive Mentoring

All eight uncertified classroom teachers (UCT) identified pedagogical content knowledge and classroom management strategies demonstrated during the mentoring sessions as helpful in executing a lesson. All eight UCTs noted that with the training, they experienced no difficulties incorporating these demonstrated strategies during the execution of lessons. Additionally, excerpts from the UCTs further suggested the challenges experienced while working with classroom students stemmed from inadequate reading skills, poor class attendance, incomplete class, and homework. Summarizing the responses, the results indicated that UCTs required extensive classroom support from mentors, principals, and senior education officers to enhance their classroom teaching skills.

c) General Results from the Questionnaire

Questionnaires for round one iteration included four open-ended questions that addressed the research question. Three of the four open-ended questions provided two instructional strategies that aided uncertified teachers' pedagogical, content knowledge, and classroom management skills. Fourteen of the 16 Delphi panel members ranked careful planning and collaboration with mentees during modeling helped build their confidence and enhanced their teaching skills. This emergent theme was directly related to the broad research question: How does a customized professional development intensive mentoring training program influence the preparation of uncertified teachers?

The Delphi panel members explained that constantly practicing the content knowledge strategies and giving immediate feedback helped to develop strong content knowledge. Hence, students' classroom

© 2023 Global Journals

behavioral issues were minimized because they actively engaged in challenging classroom activities. In sum, the 16 Delphi panel members' responses to the three demonstrated strategies (pedagogical, content knowledge, and classroom management skills), the results indicated that intensive mentoring could enhance the training and preparation of uncertified teachers. Throughout the mentoring process, UCTs learned classroom practices and felt that none of the demonstrated strategies were difficult to adapt during the execution of lessons.

V. Discussion

The findings of this study support the literature that mentoring uncertified classroom teachers have a proven positive influence on teachers' pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011; Darling-Hammond, Berry & Thoreson, 2001, Fenzel, Dean & Darden, 2014). Literature reflects that many developing countries face challenges with having uncertified teachers as the teacher of register in the classroom (Brown, 2000; Cook, 2012; Robinson, 2017); therefore, the results of this study might apply to other jurisdictions. These results also corroborated the effectiveness of teacher mentoring on lowering students' behavioral referrals, and have helped to categorize specific pedagogical skills, curriculum knowledge, and classroom management skills that were effective and can be a part of a national teacher mentoring program (Rogers et al., 2010; Hudson et al., 2011).

Based upon the evaluation of the results, findings from this study have supported the fact that: (a) Classroom teachers and school administration have identified classroom management as a critical issue affecting classroom teachers' delivery of quality instruction (Ford & Kea, 2009; Protheroe, 2006; Shawer, 2010.); (b) Good quality classroom management techniques can enhance the uncertified classroom teachers' pedagogical skills which would lead to meeting the needs of all students, and lowering students' behavioral referrals (Marzano et al., 2003); and (c) Mentorship helped to overcome the shortcomings of having an uncertified teacher in the classroom, thus reducing the level of teacher turnover in secondary schools in Guyana. As mentioned, uncertified classroom teachers have identified a lack of administrative support (Brown & Wynn, 2009) and poor classroom management skills as integral factors for leaving the teaching profession (Gonzalez, Brown & Slate, 2008).

Lastly, the data collected for this research study supported the current literature in terms of the research question on what it means to be a mentor and the benefits to the mentors in a mentoring relationship. The mentors felt that while they guided and supported the UCTs; they had the opportunity to improve or enhance their teaching skills. Future research needs to be conducted to better understand mentoring of uncertified teachers and the phenomenon of being mentored. For example, what are the lived experiences of uncertified teachers mentored by certified teachers? Research could be done using other methodologies, such as phenomenology or ethnography, to capture the richness and gain further insights into mentoring uncertified teachers.

VI. Conclusion

This study explored the issues facing uncertified classroom teachers in Guyana and developed a structured teacher mentoring program (a customized professional development intensive mentoring training program) to support UCTs. The customized professional development intensive mentoring training program was developed with the uncertified teachers in mind, making it a school-based program. The study examined the classroom mentoring support given to uncertified teachers from the perspectives of mentors (certified classroom teachers), school administration, senior education officers (curriculum specialist and regional education officer), and uncertified teachers.

The customized professional development intensive mentoring training program benefited not only the UCTs but the entire school community. As suggested by six of the eight UCTs, as they got better, the students benefitted from effective and quality classroom instructions that positively impacted their learning outcomes. The current research findings are relevant not only to Guyana but to other jurisdictions with uncertified teachers. Effective classroom teachers have the potential to transform schools, and with customized professional development, an intensive mentoring training program can contribute to the development of skillful and talented educators.

References Références Referencias

1. Abosi, O. (2007). Educating children with learning disabilities in Africa. *Learning Disabilities Research & Practice, 22(*3), 196–201. doi: 10.1111/j.1540-5826.2007.00242.x
2. Achenstein, B., & Athanases, S. D. (2006). *Mentors in the making: Developing new leaders for new teachers.* New York, NY: Teachers College Press.
3. Akbar, R.A. (2002). A study of practice teaching of prospective secondary school teachers and development of a practice teaching model, Arid Agricultural University, Rawalpindi (Unpublished PhD Thesis)
4. Asención Delaney, Y. (2012). Research on mentoring language teachers: Its role in language education. Foreign Language Annals, (45) S1, 184-202. doi: 10.1111/j.1944-9720.2011.01185.x
5. Billingsley, B. S. (2004). Promoting Teacher Quality and Retention in Special Education. *Journal Of*

© 2023 Global Journals

Learning Disabilities, *37*(5), 370-376. doi: 10.1177/00222194040370050101.

6. Brown, C. N. (2000). *The impact of school conditions, facilities and teacher attributes on the common entrance exam scores in Jamaica* (Order No. 9968291). Available from ProQuest Dissertations & Theses Global. (304622469). http://login.ezproxy.lib.umn.edu/login?url=https://www.proquest.com/dissertations-theses/impact-school-conditions-facilities-teacher/docview/304622469/se-2
7. Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8,* 37-63. doi: 10.1080/15700760701817371
8. Burton, L. (2005). Editorial. *Cambridge Journal of Education*. pp. 3-6. doi: 10.1080/0305764042000332452.
9. Cook, L. (2012). Teacher locus of control: Identifying differences in classroom practices. *International Journal of Multiple Research Approaches, 6*(3), 285-296. doi:10.5172/mra.2012.6.3.285
10. Daresh, J. C. (2003). *Teachers mentoring teachers: A practical approach to helping new and experienced staff.* Thousand Oaks, CA: Corwin Press.
11. Darling-Hammond, L., Holtzman, D. J., Gatlin, S., & Heilig, J. (2005). Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness. *Education Policy Analysis Archives*, *13*1-47. https://doi.org/10.14507/epaa.v13n42.2005.
12. Darling-Hammond, L., Berry, B., & Thoreson, A. (2001) Does teacher certification matter? Evaluating the evidence. *Educational Evaluation & Policy Analysis*, 23(1), 57-77. https://doi.org/10.3102/01623737023001057.
13. Darling-Hammond, L. (1995). Changing Conceptions of Teaching and Teacher Development. *Teacher Education Quarterly*, *22*(4), 9-26. http://www.jstor.org/stable/23475817
14. Eckert, S. (2013). What Do Teaching Qualifications Mean in Urban Schools? A Mixed-Methods Study of Teacher Preparation and Qualification. *Journal Of Teacher Education*, *64*(1), 75-89. doi: 10.1177/0022487112460279
15. Fenzel. L. M., Dean, R. J., & Darden, G. (2014). Effective learning environments and the use of Teaching fellows in Alternative Urban Middle Schools. *Journal Of Education For Students Placed At Risk,* 19(1), 20-35. https://doi.org/10.1080/10824669.2014.924320.
16. Ford, D. Y., & Kea, C.D. (2009). Creating culturally responsive instruction: For students' and teachers sakes. *Focus on Exceptional Children, 41*(9), 1-16. https://doi.org/10.17161/fec.v41i9.6841.
17. Furlong, V.J., Hirst, P. U., & Pocklington, K. (1988). *Initial Teacher Training and The Role of the School.* Open University Press, Philadelphia.
18. Gatbonton, E. (2008). Looking beyond teachers' classroom behavior: Novice and experienced ESL teachers pedagogical. *Language Teaching Research, 12*(2), 161-182. https://doi.org/10.1177/1362168807086286.
19. George, J., Worrell, P., & Rampersad, J. (2002). Messages about good teaching: primary teacher trainees' experiences of the practicum in Trinidad and Tobago. *International Journal Of Educational Development*, *22*(3/4), 291. https://doi.org/10.1016/S0738-0593(01)00067-0.
20. Guyana Statistical Bureau, (2014). 2002 population & housing census – Guyana national report. Retrieved from http://www.statisticsguyana.gov.gy/census.html
21. Guyana Ministry of Education. (2012). Statistical digest – teacher education. Retrieved from http://www.education.gov.gy/web/index.php/resource-library/file/152-statistical-digest-teacher-education.html
22. Henevald, W., & Craig, H. (1996).*Schools count: World bank project designs and the quality of education in Sub-Saharan Africa.* Technical Paper #303.World Bank.
23. Hsu, C. C., & Sandford, B. A. (2007). The Delphi Technique: Making Sense of Consensus. *Practical Assessment, Research & Evaluation, 12*(10), 1-8. https://doi.org/10.5959/eimj.v8i3.421.
24. Hudson, P., & Hudson, S. (2011). Converting theory to practice: University-school collaboration on devising strategies for mentoring pedagogical knowledge. *International Journal of Learning, (18)*2.319-329. https://doi.org/10.18848/1447-9494/CGP/v18i02/47479.
25. Jordan, M., Lindsay, D., & Schraeder, M. (2012). An examination of salient, non-monetary, factors influencing performance in public sector organizations: A conceptual model.*Public Personnel Management, 41*(4), 661-684. https://doi.org/10.1177/009102601204100405.
26. Kaieteur News. (February, 2015). Don't use children for school protests, Manickchand urges. Retrieved from http://www.kaieteurnewsonline.com/2015/02/21/dont-use-children-for-school-protests-manickchand-urges/
27. Karhus, S. (2010). Physical education teacher education on the education market - who's defining what physical education teachers need to know?. *Physical Education & Sport Pedagogy*, *15*(3), 227-241. https://doi.org/10.1080/17408980903150139.
28. Khan, S., & Saeed, M. (2009). Effectiveness of pre-service teacher education programme (B. Ed) in Pakistan: perceptions of graduates and their supervisor. *Bulletin Of Education & Research, 31*(1), 83-98.

© 2023 Global Journals

29. Kvale, S. (1996).Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: Sage.
30. Kvale, S., & Brinkmann, S. (2009). Interviews: Learning the craft of qualitative research interviewing. (2nded.). Thousand Oaks, CA: Sage.
31. Leu, E. (2005). The role of teachers, schools and communities in quality education: A review of the literature. *Academy for Educational Development.* Global Education Center. Working Paper Series 2005/No.1.
32. Limbong, M., & Lumbantoruan, J. H. (2022). The Effect of Government Teacher Certification on Teaching Performance: Certified vs Uncertified. *Utamax: Journal of Ultimate Research and Trends in Education*, *4*(3), 202-212. https://doi.org/10.31849/utamax.v4i3.11353
33. Manizade, A. G., & Mason, M. M. (2011). Using delphi methodology to design assessments of teachers' pedagogical content knowledge. *Educational Studies in Mathematics, 76*(2), 183-207. https://doi.org/10.1007/s10649-010-9276-z.
34. Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership, (61)1,* 6-13.
35. Mason, P., Augustyn, M., & Seakhoa-King, A. (2010). Exploratory study in tourism: designing an initial, qualitative phase of sequenced, mixed methods research. *International Journal Of Tourism Research*, *12*(5), 432-448. https://doi.org/10.1002/jtr.763.
36. McLaren, I. (2012). The use of quantitative and qualitative methods in the analysis of academic achievement among undergraduates in Jamaica. *International Journal of Research & Method In Education*, *35*(2), 195-216. doi: 10.1080/1743727X.2012.686229
37. Mestry, R. (2019). School Management Teams' Instructional Leadership Role in Closing the Achievement Gap in Impoverished Schools. *Africa Education Review 16*(6), 94–110. https://doi.org/10.1080/18146627.2018.1464696.
38. Neild, R., & Farley-Ripple, E. (2008). Within-school variation in teacher quality: The case ofninth grade. *American Journal Of Education*, *114*(3), 271-305. doi: 10.1086/529503
39. O'Dwyer, L. M., Carey, R., & Kleiman, G. (2007). The Louisiana Algebra I online Initiative as a model for teacher professional development: Examining Teacher Experiences. *Journal Of Asynchronous Learning Networks*, *11*(3), 69-93.
40. Protheroe, N. (2006). The principal's role in supporting new teachers. *Principal, 86*(2), 34–38.
41. Robinson, E. (2017). *Science Content Knowledge: A Component of Teacher Effectiveness in a Primary School in Jamaica* (Order No. 10616815). Available from ProQuest Dissertations & Theses Global. (1952261954). http://login.ezproxy.lib.umn.edu/login?url=https://www.proquest.com/dissertations-theses/science-content-knowledge-component-teacher/docview/1952261954/se-2
42. Schussler, D. L. (2009). Beyond Content: How Teachers Manage Classrooms to Facilitate Intellectual Engagement for Disengaged Students. *Theory Into Practice,* 48:114–121. https://doi.org/10.1080/00405840902776376.
43. Shawer, S. (2010). The influence of assertive classroom management strategy use on student-teacher pedagogical skills. *Academic Leadership: The Online Journal*, *(8)*2. 1-11.
44. Shernoff, E. S., Marinez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., Atkins, M. S., & Bonner, D. (2011). Teachers supporting teachers in urban schools: What iterative research designscan teach us. *School Psychology Review, (40)*4.465-485. https://doi.org/10.1080/02796015.2011.12087525
45. Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681–714. https://doi.org/10.3102/00028312041003681.
46. Stake, R. (1995).*The art of case research*. Newbury Park, CA: Sage Publications. https://doi.org/10.1016/S0740-8188(96)90053-5.
47. Stanulis, R. N., & Floden, R. E. (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education, 60*(2), 112-122. https://doi.org/10.1177/0022487108330553.
48. Sterling, D. R., & Frazier, W. M. (2011). Setting Up Uncertified Teachers to Succeed. *Phi Delta Kappan*, *92*(7), 40-45. https://doi.org/10.1177/003172171109200708
49. Swaminathan, R., & Reed, L. (2020). Mentor Perspectives on Mentoring New School Leaders. *Journal of School Leadership*, *30*(3), 219–237. https://doi-org.ezp2.lib.umn.edu/10.1177/1052684619884785
50. Yin, R. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publishing. https://doi.org/10.33524/cjar.v14i1.73.
51. Warren, J. J., Hogard, E., & Ellis, R. (2013). Determination of consensus among professionalsfor community safety terms through a Delphi study. *Crime Prevention And CommunitySafety*, *15*(4), 258-277. doi: 10.1057/cpcs.2013.9
52. Wiersma, W., & Jurs, S. G. (2009). *Research methods in education (9th ed.). Boston, MA: Pearson*.

© 2023 Global Journals

Appendix A: Interview Guide Protocol and Pre-Round Teaching Practices

The purpose of the interview guide protocol and pre-round teaching practice questions is for theresearcher to gather data on the research participants' perspectives of their experiences during the teaching practice sessions.

To begin the interview, please answer these questions based on your role that is as a Mentee(Uncertified Classroom Teacher), Mentor (Certified Teacher), Principal or Curriculum and Instructional Specialist.

The researcher will then precede with the interview questions.

Q 1: "What instructional strategies or methods" did you find most helpful during the mentoringsessions?

Q 2: "What specific classroom management skills" did you find most helpful during thementoring sessions?

Q 3: Describe whether the pedagogical, content knowledge, and classroom management skills you learned from the professional development - intensive mentoring intervention resulted in increased student achievement.

Q 4: Describe whether the pedagogical, content knowledge, and classroom management skills you learned from the professional development - intensive mentoring intervention resulted in lowered behavioral incidences.

Q 5: Describe how the roles and responsibilities of those involved in the intensive mentoring intervention has influenced your pedagogical, content knowledge, and classroom management skills –resulted in increased student academic achievement and lowered behavior incidences.

Next Course of Action: Within the next week you will receive via email, a questionnaire that must be return within a week from receipt. This questionnaire will be use to develop round 1 questions for the study. Do you have any questions; if not, thank you for accepting to participatein this study.

Appendix B: First-Round Questionnaire

Note: This sample is based on results from hypothetical pre-round questionnaire; the intent is toillustrate what first round of the 3-Round Questionnaires may look like.

Keyterms: To answer questions below use these definitions of key terms to better understand the concept being discussed:

- *Pedagogical/instructional strategies:* Refers to the methodology or process of instruction, which focus on the teaching classroom teachers sound pedagogy skills toenhance their instructional skills and thus improves students' academic performance.
- *Content Knowledge Skills:* Content knowledge refers to the factual knowledge to becommunicated from the teacher to the student as it relates to each subject area.
- *Classroom Management Skills:* Classroom management skill is the term used todescribe practical methods for creating a positive learning environment, which encourages and establishes positive student achievement and behavior.

Directions: The questions for Round One are based on the pre-round data collected during interviews and observations. In the first three columns, you are asked to rank order each question by circling your choice (0 = Least; 1 = somewhat; 2 = VeryHelpful, and 3 = Most Helpful).

- *Difficulty:* How difficult is this task to perform/achieve to reach student success?
- *Importance:* How important is this task to achieve student success?
- *Frequency:* How frequent is this task performed to achieve student success?

Uncertified Teachers ONLY: You are asked to complete the last column by rating the helpfulnessof each item for enhancing your classroom teaching (0 = No Help, 1 = Somewhat Helpful, 2 = Very Helpful, and 3 = Most Helpful)

© 2023 Global Journals

At any time, you may use N/A for non-applicable, as appropriate.

1. In the pre-round interview and observations the following pedagogical/instructional strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Provided oral and written (via overhead projector or chalk board) summaries of key point made throughout the lesson.	0 1 2 3	0 1 2 3	0 1 2	0 1 2 3
First mentor demonstrated, and then students followed with practical exercises.	1 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

2. In the pre-round interview and observations the following content knowledge strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Comparison Matrix (Recognizing Similarities and Differences) of the subject matter being taught. By explaining and modeling through out the lesson.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
The Know/Want-to Know/Learned (KWL) Chart guides students thinking to Activate Background Knowledge,	0 1 2 3	0 1 2 3	0 1 2 3	1 1 2 3

© 2023 Global Journals

Questioning, and Determining Importance of Content Knowledge.				

3. In the pre-round interview and observations the following classroom management strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	Intensive mentoring POR TANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Teacher provides positive classroom environment and demonstrates positive attitude.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Teachers set clear expectations for students, and have clearly defined consequences for inappropriate behaviors.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

4. In the pre-round interview and observations the following roles and responsibilities of those involved in the intensive mentoring intervention were demonstrated by your principals, mentees, mentors, and Curriculum/ Instructional Specialist during the classroom observations. Circle the number that reflects your opinion of the row andcolumn item.

Roles and Responsibilities of Principals	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Facilitating the development, Implementation and Evaluation of the School's Educational Programs and Goals.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

© 2023 Global Journals

Supports and Supervises Faculty and Staff.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Roles and Responsibilities of Mentees	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Classroom teachers being a Social Skills/Behavior Counselor to develop students' abilities related to optimal social skills, behavior and emotional intelligence.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Classroom teachers being an academic coach, mentor, guide and instructor, specific skill development in Reading, Writing and Mathematics.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Roles and Responsibilities of Mentors	**All Rank**	**All Rank**	**All Rank**	**Uncertified Teachers ONLY Rank**
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Establish a trusting relationship with the uncertified teachers, by introducing and orienting the uncertified teachers to the school community.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Providing support with lesson planning, modeling and feedback.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

© 2023 Global Journals

Roles and Responsibilities of Behavioraland Curriculum Specialists, and Regional Education Officer.	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Supervises Curriculum Development and Implementation Through Modeling.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Work Collaboratively with the Principals, Mentors, and Teachers to Improve Classroom Instruction.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

© 2023 Global Journals