Volume 12, No. 4 Fall 1999

MID-WESTERN EDUCATIONAL RESEARCHER

• Official Publication of the Mid-Western Educational Research Association •

The Newark Campus, The Ohio State University at Newark

On the Cover

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The *Mid-Western Educational Researcher* accepts research-based manuscripts that would appeal to a wide range of readers. All materials submitted for publication must conform to the language, style, and format of the *Publication Manual of the American Psychological Association*, 4th ed., 1994 (available from Order Department, American Psychological Association, P.O. Box 2710, Hyattsville, MD 20784).

Four copies of the manuscript should be submitted typed double-spaced (including quotations and references) on $8\frac{1}{2}$ x 11 paper. Only words to be italicized should be underlined. Abbreviations and acronyms should be spelled out when first mentioned. Pages should be numbered consecutively, beginning with the page after the title page. Manuscripts should be less than 20 pages long. An abstract of less than 100 words should accompany the manuscript.

The manuscript will receive blind review from at least two professionals with expertise in the area of the manuscript. The author's name, affiliation, mailing address, telephone number, e-mail address (if available), should appear on the title page only. Efforts will be made to keep the review process to less than four months. The editors reserve the right to make minor changes in order to produce a concise and clear article. The authors will be consulted if any major changes are necessary.

Manuscripts should be sent with a cover letter to:

Mary K. Bendixen-Noe, *MWER* Co-Editor
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Mentoring: An Introduction

Mary K. Bendixen-Noe
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Only one in five teachers feels "very well prepared" to work in today's classroom (NCES, 1999). One reason cited was the lack of opportunity for conferring with colleagues. Among teachers whose schools dedicate time for working with other teachers, 40% say it improves their teaching "a lot", and another third say it improves their teaching "moderately" (NCES, 1999).

From this and other studies, teachers are telling us that collaboration and having time to work with others is important to them, their teaching, and ultimately our children. Mentoring was mentioned as one vehicle to develop these associations. Sadly, however, only 19% of the teachers said they had been formally mentored by another teacher. Of those, over 70% said once-a-week mentoring helped their teaching and professional growth "a lot" (NCES, 1999).

Currently, twenty-eight states and the District of Columbia have instituted some form of mentoring (Halford, 1999). Obviously, policies to establish mentoring programs have been and continue to become an important issue. The wave of teacher retirements, the publics focus on educational quality, and the high attrition rate of new teachers have compelled legislators and the public to create induction programs to support new teachers.

Education organizations have responded with special interest groups on mentoring, numerous working sessions at annual conferences and thematic issues. As my five year-old son would say, "It's hot hot hot!"

This special thematic issue of the Midwest Education Researcher focuses on mentoring in the Midwest. Members of MWERA from various states who have conducted research in mentoring and who have been involved either in planning, implementing or evaluating mentoring programs were asked to contribute. We have attempted to bring a diverse range of views regarding mentoring. Bainer describes her research where issues regarding mentoring in elementary school settings have emerged. Stinson looks at the impact of legislated mentoring programs in New Jersey and their implications for Wisconsin's newly mandated teacher licensing in which mentoring is required. Giebelhaus gives evidence regarding the impact of mentor training on beginning teachers in her study. Runyan looks at why it is important to have a clear framework in implementing mentor programs and the importance in assessing their effectiveness.

Stakeholders in mentoring have also been addressed in this issue. Brock analyzes the importance and impact of principals with regards to induction year programs. Bendixen-Noe describes issues facing teacher unions as they negotiate contracts in which mentoring has become a factor.

Finally, two articles deal with the role of universities and mentoring programs. Salzman gives details about a university course that was designed for mentors of beginning teachers. Bowman and Ward write about an award winning university/school partnership program focusing on mentoring based on researched effective pedagogical principles and the use of technology in that program.

We think you will find the articles presented, ones that will not only inform you, but may encourage you to look at the mentoring programs in your area. The impact of mentoring programs are far reaching. Ultimately, such programs should help our children reach appropriate learning goals by ensuring that highly qualified teachers are in their classrooms.

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Editorial Note: This special issue on mentoring is an invited issue. The articles were not peer-reviewed, but solicited by the editors of this special issue: Mary K. Bendixen-Noe and Carmen Giebelhaus. We would like to thank the two special issue editors for their hard work on this issue.

Issues in Mentoring Programs for Teachers

Deborah L. Bainer
The Ohio State University, Mansfield

Hundreds of years ago, the land known today as Kampuchea was a strong and peaceful Asian kingdom. The land was virtually impervious to attack from the fierce nations surrounding it. Their defense? A thick, impenetrable forest of bamboo plants surrounding the nation. For generations, the Kampucheans lived safely and worked together, protected by the stand of bamboo. Their downfall came when one innovative aggressor scattered gold nuggets among the bamboo plants. The Kampucheans scrambled greedily to collect nuggets for themselves, cutting down the bamboo plants to more easily mine the gold. They were no longer working together and their best defense was lost: their nation was overrun and a history of decline began.

In America today, public education is frequently under attack. Our greatest strength as educators should be in working together, nurturing each other, and protected by a strong boundary of valid, research-based educational practice. Instead, teachers generally work individually in often hostile work cultures. After the first year of her move from an upper elementary to a lower grade level, one experienced and capable teacher shared her feelings:

> Since moving to the elementary wing of the building, I have felt very isolated from my peers. All I ever see all day is my students. I have only developed one close relationship and I do feel that this has affected my professional self-image. I am becoming very dissatisfied with my situation because I feel like an outsider. Not a day goes by that I don't wish that I hadn't left my old position. I thought the grass looked greener on the other side, but what I found was a lot of crab grass.

When we fail to work together, we increase our vulnerability to attack from outside forces. The result is that experienced teachers become immune to or cynical about schooling and withdraw. Worse yet, the individualistic environment is often fatal to novices and to those most committed to good teaching.

Mentoring programs are a promising strategy to defend and build our ranks by pulling educators together to work and build educational practices. While mentoring programs are receiving increased state and national support, the way we traditionally implement these programs may not be the best way to draw educators together and to provide professional development. Further, the context of American education may not be conducive to effective mentoring practices. This paper raises three issues regarding mentoring practices which have arisen from my collaborative research on how teachers work together in naturalistic elementary school settings.

Issue 1: Mentoring is just one of the types of support behaviors needed and practiced by teachers in elementary schools.

Our research suggests that teachers interact for a variety of reasons in elementary schools. A content analysis of over 500 teacher interactions across 76 days showed conversations focused on teaching (problem solving, decision making, soliciting help, giving help, and completing tasks), focused on teachers (expressing frustration and/or helplessness, expressing feelings, empathizing), and general interactions (giving information, receiving information, discussing, conversing lightly, receiving encouragement, giving encouragement, and building relationships) (Bainer and Didham, 1991).

Teachers supporting each other, often referred to as "mentoring," is one function of those interactions. That is, formal mentoring, as it is generally defined and practiced in school districts, is just one way teachers naturally support each other in school settings. Closer examination of over 400 teachers' perceptions of the types of support they give and receive in elementary schools identified six dimensions or types of support practices regularly among teachers (Bainer and Didham, 1994).

- Mentoring—a non-reciprocal relationship for receiving advice, information, encouragement, and guidance from more experienced others in the workplace;
- Supporting—a reciprocal relationship providing mutual psychosocial support including friendship, confirmation, and emotional support;
- Collaborating—a career-enhancing relationship among colleagues that enables them to fulfill professional responsibilities and address student needs and school-related problems;
- Career Strategizing—a non-reciprocal relationship providing visibility, recognition, and responsibility in the school and community;
- Supervising—a non-reciprocal relationship in which solicited and unsolicited feedback is provided; and
- Grounding—providing "insider information" about the ins and outs of the district, school, and larger teaching field.

These findings concur with research in business and industry that a variety of personal and professional support is available in the workplace (Kram and Isabella, 1985). In elementary schools, problems arise when teachers are unable or unwilling to develop support relationships. Lack of supportive relationships leads to poor professional self-image (Cruickshank and Associates, 1980), low job satisfaction (Friesen, Prokop, and Sarros, 1988), and is frequently cited as a leading cause of teachers leaving the profession (Alexander, Adams, and Martray, 1983; Lortie, 1975). These findings are well illustrated by the teacher quote shared earlier.

Not only do teachers perceive of a variety of types of support, but they also attest that this comes from a range of individu-

als in the workplace (Bainer and Didham, 1991). This reiterates research from the business world that support tends to be provided by a variety of people at a variety of levels within the hierarchical structure of the organization (Kram and Isabella, 1985).

What does this say to mentoring programs in education? It suggests that the traditional mentor-portage dyad may not be an appropriate model. One person, assigned to work with a neophyte teacher, may not be capable of providing the professional, personal, and social interactions and support required for healthy professionalism. Instead, teachers may need to turn to a variety of people to meet a variety of needs in the broad education context. A more appropriate model may be the "cluster model" of mentoring, in which numerous situation-centered relationships are developed rather than just one close mentoring relationship. That is, we all need to work together in the school context. Mentoring, or providing support, is everyone's responsibility and our best defense against outside forces that would disrupt or distract us from the goals of education.

Issue 2: Support networks differ between male and female teachers.

Our early research identified a profile of six separate dimensions or types of support perceived of by elementary teachers (Bainer and Didham, 1994; discussed above). Contrary to the popular assumption that novice teachers need and receive more and different types of support than do experienced teachers, data analysis showed no significant difference in the profile of types of support given or received based on the teachers' years of experience. Further, there was no difference in the types of support given or received based on school locale. That is, urban, suburban, and small town/rural elementary school teachers said they needed, received, and rendered the same types of support. Gender, however, did significantly impact support networks. A follow-up study to investigate gender differences in how teachers perceive their support for each other reaffirmed the six separate dimensions of support among female teachers (Bainer, 1995). In contrast, male elementary teachers perceived of eight dimensions or types of support in their networks in elementary schools. While relationships identified by female teachers tended to integrate or blend work-related and psychosocial functions, relationships identified by males served discrete, focused psychosocial or professional functions. Specifically, factor analysis suggested that the female teachers perceived of a dominate Mentoring factor which broadly defined mentoring as a combination of personal and work-related support behaviors. In contrast, the male teachers separated this Mentoring factor into four distinct factors. Males clustered many items related to professional development and success, especially understanding how to influence others and how to function within the organizational structure. Males also separated out a distinct Peer Mentoring factor, in which colleagues take action on the teacher's behalf; and Advocating factor in which a superior or influential person provides opportunities and visibility in a variety of social and professional settings; and a Modeling factor in which the teacher had a clear role model to emulate. The delineation of these four factors suggests a clearer emphasis on professional development and advancement through networking for males than for female teachers, a phenomenon noted in business and industry by Nieva and Gutek (1981). It further suggests that female teachers think of the adults in their workplace as filling a variety of roles or providing support at a variety of levels; sort of as "best friends." This agrees with the findings by Stonewater, Eveslage, and Dingerson (1990) which showed that female academics tended to combine personal and work-related support while males differentiated between the two. It also reiterates Gilligan's theory (1982) that females see their personal and professional lives as more intertwined than do males, and their career development more connected to others than would men.

Further, female teachers thought that supportive relationships with others in the school setting, whether current or in the past, had a significant and lasting impact on the way they thought about the support relationships they were currently experiencing. In contrast, male teachers thought that while these relationships had a lasting impact on their career success and mobility, they had little impact on them personally or socially, or on how they performed the daily tasks of teaching. As Gilligan (1982) noted, the women in this study tended to define themselves and their teaching careers in the context of human relationships, maintaining relationships or the tendency to develop support networks across the years of their professional lives. Male teachers tended to be less influenced by relationships with others in the long run. They tended to think about and perhaps to foster support networks related to professional development and success rather than relationships which provide psychosocial or routine work-related benefits. This seems to suggest that while both male and female teachers need support networks, they need and tend to utilize them to different ends.

What does this suggest about mentoring programs in education? These findings suggest that male and female teachers may need different considerations and resources in order to develop professionally and to establish healthy, comprehensive networks in the elementary school workplace. Taken further, it reminds us that "mentoring" or programs aimed at developing support networks within schools may need to be highly individualistic and situation specific. That is, a "cookie cutter" approach to mentoring will be minimally effective. Individualized approaches and program options are essential, even within the same building and district, if we are to pull educators together for the common good.

Issue 3: Informal mentoring occurs is schools whether or not formalized programs exist.

Our research as well as the research from business and industry attest to the importance of support relationships to emotional health and professional effectiveness. Further, our research suggests that an active informal network of support relationships exists in elementary schools whether or not a formalized mentoring program exists (Bainer and Didham, 1995). The results of this quantitative study echo the results of Cole's qualitative work (1991), leading her to raise the question: Why should we make artificial what comes naturally? That is, why

invest considerable time and money to formally structure relationships that can and do occur naturally, especially if that formalization inhibits the development of other naturally occurring support relationships? One teacher shared her experience with formal and informal mentoring as follows:

> My first year teaching, I had a mentor, and I can admit that it was a waste of time. Because I was assigned to her, nobody else talked to me. It was an absolutely horrible experience. The second year the significant relationships with other employees that I made were on my own. These happened naturally and to this day we still have a wonderful work relationship/friendship. My mentor from the previous year is someone I don't even talk to now. We never had anything in common from the beginning. Hopefully, administrators can learn to see the significance of teacher support systems, because I almost quit that first year. I'm glad I stuck it out and tried on my own the following year. I know how important those relationships are to the work environment. My co-workers are half the reason I get up in the morning!!

What does this say about mentoring programs in education? As this teacher report suggests, support among teachers many be better encouraged by focusing attention on the school context rather than by adopting a structured program that mandates traditional mentoring relationships. Administrators who direct efforts toward creating a conducive environment in which meaningful interactions can take place might see better results, and at less expense in fiscal and human resources. This includes considering the use of space. Are there places in the building for teachers to interact? Are they comfortable spaces, or do the furnishings send a "stay away" message? Are they accessible, or only available when students and special programs aren't using them? Designation of time is also vital. Can teacher schedules be arranged to provide time for collaborative planning, sharing resources, and just talking about teaching and about themselves? Are professional days full of required meetings and speakers, or is there "down time" for teachers to interact and build relationships? How can extra duty assignments be made to capitalize on teacher professional and personal interactions? What incentives are available to encourage teacher collaboration and problem solving? A more flexible, "user friendly" elementary school setting seems essential to establishing an environment in which the range of support behaviors can naturally develop and flourish.

Support behaviors can also be fostered when teachers focus on a mutual problem or challenge. Such situations stimulate teachers to collaborate toward a common goal. One district experienced this when the state science curriculum was changed. The need to change the district curriculum presented a challenge to teachers, and terrified many of the most experienced teachers. A representative group of teachers took leadership in reworking the curriculum, listening to professional development needs perceived by the teachers, and building a year-long professional development program. The constructivist-based program enabled teachers to identify their own professional goals, and to select from a menu of options to create a personalized professional development program. Subsequent evaluation showed that one of the most valued aspects of the program was that it served as a catalyst for networking among the teachers. Teachers valued the opportunity to talk and process with others located in the next classroom or the next building, thus developing informal networks of support built around a common goal of reforming the science curriculum (Bainer and Wright, in press).

This networking and support, around a common goal of enhancing education, will provide teachers with a strong defense against outside forces. It provides a model of teachers working together and nurturing each other, and practicing valid, research-based educational practice. It has reduced cynicism and fear among the teachers, and drawn teachers into a stronger commitment to good teaching. In addition, it provides personal and professional benefits for the teachers, empowering them to delightfully do their best at educating children in today's troubled classrooms.

Acknowledgement

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Mentor Accountability: Varying Responses to the New Jersey Provisional Teacher Certification Program and their Implications for Proposed Changes in Wisconsin Licensure

Anne D'Antonio Stinson
University of Wisconsin, Whitewater

The State of Wisconsin Department of Public Instruction is currently proposing changes in teacher licensing that will include the creation of distinct license stages for public school teachers (State of Wisconsin Department of Public Instruction 1999). Beginning in the 2004–05 school year, first-year teachers will be appointed at the "initial educator" level and will be required to complete 3–5 years of supported teaching coupled with continued professional development before progressing to the stage of "professional educator" and the subsequent stage of "master educator." Teachers at the initial stage, the state contends, can expect support from a variety of sources: administrators, peers, and, mentors.

The effects of initial professional experiences on beginning teachers are well documented (Hayes and Kilgore, 1991; Shimahara and Sakai, 1995; Zeichner and Gore, 1990). According to Shimahara and Sakai (1995), this socialization period may have the more influence on the beginning teacher than either prior beliefs or teacher education programs:

> Learning to teach is a complex, intersubjective process that occurs in multiple social settings, including the classroom, hallways, the teachers' room, and other formal and informal places... learning to teach is a sustained process of intense engagement in seeking advice from experienced teachers. (p. 123)

Given the potential influence of these initial experiences, mentor programs are warranted. And because Wisconsin's proposed initial educator license will be non-renewable, the mentor's responsibility to the first-year teacher will be great. However, while the value of mentor programs is well-documented (Ganser, Bainer, Bendixen-Noe, Brock, Stinson, Giebelhaus and Runyon, 1998; Anctil, 1991), effective mentor programs are neither effortlessly manufactured nor easily monitored. Will Wisconsin mentors appreciate their responsibilities to the first-year teachers they will advise? And how can this appreciation be monitored? These questions must be addressed before the implementation of Wisconsin's proposed licensure changes. An examination of another state-initiated mentor program may offer some insight.

Recent discussions of proposed licensure reforms for teacher certification in Wisconsin have given me cause to look back at some not-so-recent changes in New Jersey's teacher certification requirements. One such change occurred in the fall of 1995, when the New Jersey Department of Education implemented its Provisional Teacher Certification Program (see State of New Jersey Department of Education, n.d.). A first-year teacher applying for initial certification would no longer be awarded a permanent teaching license. Instead, the first-year teacher would be awarded a Certificate of Eligibility with Advanced Standing (CEAS) license which would authorize the holder to seek employment. Once under contract, the first-year teacher would be awarded a Provisional License and would complete one year of mentored teaching before being issued a standard license. The hiring district was to appoint an "experienced" veteran teacher to act as mentor to the new teacher in a non-evaluative, non-supervisory capacity. The mentor's responsibilities to the new teacher would include bi-weekly observations during the first ten weeks of school and four additional observations during the subsequent twenty weeks. In exchange for providing "training, support, and evaluation," the mentor would receive a $550.00 stipend which was to be deducted from the new teacher's salary over the course of the school year.

Coincidentally, during that same fall semester, I began collecting data for a study of four first-year English teachers and the influences that affected their curricular and instruction decision making. While I had not intended to examine the new mentor program requirement, it did turn out to be an important influence on the decision making of my participants, both in positive and negative respects. The purpose of this article is to explore the various responses that four first-year teachers, Betty, Caroline, Lori, Marie, and their mentors had to one state-mandated mentor program and to consider the implications for Wisconsin's proposed program.

A Brief Description of the Study

Four first-year English teachers were selected to participate in this study. All four were teaching in a suburban schools in northern New Jersey. Betty and Lori were teaching in large high schools; both Caroline and Marie were teaching in middle schools.

Data collection occurred in the teachers' classrooms. During each of eight monthly visits to the four classrooms, I took anthropological field notes; during available periods following my observations, the teachers' and I participated in stimulated recall interviews in which the field notes acted as stimuli for inquiry into the thinking behind the teachers' curricular and instructional decision making. On occasion,

our talk turned to the teachers' feelings about the new state-mandated mentor program. Each of the teachers' mentors and/or building level administrators had varying responses to the program. These responses indicated four very different views of mentor accountability and resulted in relative success or failure of the program for the four first-year teacher-participants.

Varying Responses to One Mentor Program

Betty. When considering Betty and her response to the Provisional Teacher Certification Program, it is important to note that participation in the program was, in the fall of 1995, mandatory. Interestingly, Betty did not have a mentor. Aside from myself and two inclusion teachers assigned to two of her classes, Betty, a half-time teacher/half-time yearbook coordinator, did not seem to receive a great deal of support from the other members of the English department, the department supervisor included. During our last visit, Betty asked about the other study participants and how they had fared with their mentors, and she stated that she was not pleased with the lack of support she had suffered:

> Well, it's bad...I don't know how anyone else is, from the people you've talked to, how their first year...you know, the state thing? Where you're supposed to work with a mentor? I really wish my experience would have been a lot more formal, the way it's supposed to be, where you're...you know. I don't even think they took the money out of my paycheck. I would have rather that they had done that and then I would have had the chance to talk to somebody on a regular basis...Sometime it just would have helped to check in and to have caught something before it became a big problem.

For Betty, the Provisional Teacher Certification Program was a complete failure. Operating on a technicality(Betty's half-time teaching load), the district did not provide Betty with a mentor. Her half-time status, however, did not spare her the anxieties experienced by many first-year teachers. By not providing a mentor for her, Betty's building level administrators failed to appreciate the spirit of the Provisional Teacher Certification Program.

Caroline. Because she held a split position (half-time at a middle school and half-time at a high school) Caroline had two mentors. During our first interview, Caroline spoke of the support she received from her department, and she mentioned both mentors by name:

> Ian is my mentor here [at the middle school] and Chris is my mentor at the high school. So I have two mentors and they're both really good and helpful. And they both [are concerned that] they're mentoring and helping.

Throughout the course of the year, however, with one brief exception, Caroline never referred to these mentors nor mentioned any support or guidance she might have received from them. Furthermore, when Ian, Caroline's mentor at the middle school, passed away half-way through the year, Caroline was not assigned a new mentor. It appeared that all involved had abandoned the mentor program. Unlike Betty, who lamented the fact that she did not have a mentor, Caroline appeared to have much in common with the 46% of Anctil's (1991) subjects who reported that a mentor was not necessary, even though they also reported that the quality of mentoring they had received was "very high" (p.7). Although the mentor program was mandatory, and she should have been assigned a mentor, Caroline, apparently, did not see the need for one. The mentor stipend, however, continued to be deducted from Caroline's salary.

Lori. In addition to the support and/or evaluation she received from other teachers in her department, her department chair, and her younger sister, who was also beginning her teaching career that year, Lori, in contrast to Caroline and Betty, received a great deal of support from her mentor, Marty. In fact, Lori often spoke of "Marty-izing" her lessons. Lori's mentor made regular visits to her classroom and offered suggestions to improve her teaching. He also helped Lori navigate the politics of that particular school and provided her with a sounding board off which she could safely vent her frustrations. As Bower (1991) and Weinstein (1988) maintain is often the case with beginning teachers, Lori's expectations conflicted with the reality of teaching.

Marie. Marie's story is a worse-case scenario. Marie had been assigned a mentor; however, as of my last meeting with Marie, she had yet to meet with her mentor other than in passing. She described her first year of teaching as less than rewarding:

> They just throw you (into the classroom). Here's your classes and you're just expected to know what their expectations are of you and the curriculum and the program and all these things...I think that's where the mentor thing was supposed to help. And I guess that if you had it set up the right way, I can't see how it wouldn't be helpful, at the very least! But if it's not set up where you see this person, and she gets the extra prep...I told her [to observe me during her extra prep], but she's never done that. And she tells me "I hear you're doing a good job."

According to Anctil (1991), "mentor accountability" is a critical issue in mentoring and an area that receives too little attention. The inadequate response of Marie's mentor to this assignment, and the resulting alienation suffered by Marie, support this contention. Clearly, Marie's mentor did not perceive the important of her role as mentor to this first-year teacher.

Understanding the Mentor's Role

Hayes and Kilgore (1991) found that new teachers expect support and assistance from veteran teachers and that this support helps new teachers develop a reflective teach-

ing stance. To this end, several states, New Jersey and Wisconsin among them, have instituted or are about to institute mentor programs for first-year teachers. Consistent with these expectations, the apparent level of reflection in which each of my participants engaged was affected by the amount and quality of support she received (or didn't receive)from her mentor (Stinson, 1999). My findings suggest the importance of mentor programs for first-year teachers. My findings also illustrate the varying responses mentors and building-level administrators can and do have to mentor programs and the need to place more emphasis on the importance of the first-year teacher/mentor relationship and the mentor's responsibility for fostering that relationship.

The mentors mentioned here exhibited very different understandings of the mentor role. Betty's building level administrators failed her by not providing her with a mentor. In not appreciating the importance of a mentor for a first-year teacher, they chose to not assign one to her, as if half-time teacher do not have the same fears and concerns about teaching as full-time teachers. In this school, for this first-year teacher, this resulted in an inadequately implemented mentor program.

Lori's official mentor and the other members of her extensive support staff exhibit a strong appreciation of the first-year teacher/mentor relationship and an appreciation of the importance of the support and assistance many new teachers want and need. In contrast, Marie's mentor and those around her failed to appreciate the importance of their roles; thus, they failed to provide this necessary support. These failures resulted in the worst implementation of the Provisional Teacher Certification Program of any school in my study.

Will Wisconsin's mentors appreciate their responsibilities to the first-year teachers they will advise? I believe there are some steps we can take to insure that they do. First, mentors must be selected from among experienced teachers who believe that their influence can have an impact on first-year teachers. Second, potential mentors should attend inservice programs or similar training sessions to heighten their sense of both their responsibility and their scope of influence with regard to their proposed mentees. Third, administrators must make sure that mentors and mentees have common prep periods and otherwise compatible schedules. Fourth, while the level of their participation will be governed by the first-year teachers themselves, mentor programs must be made available to all first-year teachers. Finally, to insure that the mentor programs are being effective, administrators must be aware of the levels of support being offered in their schools through continued inservice experiences for mentors and mentees.

Mentor programs are not necessary for everyone. Certainly Caroline survived, even flourished, without extensive mentoring. More than likely, Lori would have sought out her own support system even without the guidance of her mentor. However, for first-year teachers like Betty and Marie, first-year teachers who need and want such support in the form of formal mentor programs, properly implemented mentor programs administered by trained individuals who thoroughly understand their roles as mentors are critical to first-year teaching success.

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Leading the Way . . . State Initiatives and Mentoring

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Since the early 1830s, a debate has raged across the United States concerning how we should prepare teachers. It began when Horace Mann first declared that teachers required special preparation (Cruickshank, et. al, 1996). But not everyone agreed then, just as not all agree now. Even those who agreed, did not agree to the form the preparation should take: the amount and type of preparation. There are those who believe that a strong academic background in the subjects they will teach is all that is necessary; others contend that there is a specialized knowledge-base that informs best pedagogical practice that teachers need to know and be able to do; and still others argue for both. In recent years, there have also been those who insist not only that is there specialized pedagogical knowledge and skills, but that it is different based on the developmental and cognitive levels of the children. The challenge for those responsible for the preparation of America's teachers is to make informed decisions given the abundant rhetoric and vociferous debate. What do teachers need to know and be able to do? Who should inform such preparation? By whom and how should such preparation "standards" be developed, implemented, and enforced?

The reform rhetoric surrounding teacher preparation has been symbolic of the 1980s and 90s. It appears that almost every agency, professional organization, and group of academicians has called for some type of teacher preparation reform. The sources of the rhetoric include private foundations, interested individuals, university teacher education units, teacher associations (both at K–12 and higher education), academic learned societies, and federal and state governments. Some of these proposals were intended to address perceived failures in the actual preparation of teachers, others looked to address scientific/technological, economic, and societal demands placed on schools. Some plead for extending the preparation period, while others suggest less control or elimination of formalized teacher preparation all together. Amid all the reform rhetoric, little attention has been given to establishing standards for ensuring that the preparation that does occur produces teachers that have the knowledge and skill to be successful practitioners once they enter their own classroom. Nor has there been much attention given to the use of assessment of the knowledge and skill to make decisions about entry and retention in the profession.

Historically, the preparation of teachers has been the exclusive domain of teacher education institutions, both preservice education and professional development. States have made certification requirements for continuing education, but rarely has there been any "official" notice of what a beginning teacher needs in order to be successful during that first year of full time teaching. That is until recently. A developing trend in teacher education reform is that states are mandating certification/licensure requirements for teacher preparation, along with induction year programs as part of teacher preparation or licensure. With these state initiatives, three primary issues, problems and concerns have surfaced:

1. A lack of consistency in the definition of what constitutes mentoring and support among the stakeholders both between states and within the states;
2. A need for the development of appropriate and effective models for mentoring; and
3. A need for adequate funding to develop, initiate and sustain an effective mentoring program.

These issues, problems, and concerns are faced by every state and the local school districts that hire beginning teachers. States that mandate beginning teacher support programs must address these concerns if they are going to meet the needs of our beginning teachers and ultimately, the children they teach.

Defining Mentoring

What is mentoring? Is a mentor a "buddy" or is the person recognized for his expertise as a teacher and leader within the professional community? Will we provide such support to all first year teachers within a building, or only to those who are first year within the profession? Will some beginning teachers be exempted and under what conditions? How will mentors be selected? What support will mentors be given to facilitate the fulfillment of their role? Without clear definition of what constitutes a good mentoring program, state policy may not meet the expectations and needs of the beginning teacher.

There is wide variation in how the term mentoring is used and in the programs that are offered. Clearly, mentoring means different things to different stakeholders. Bendixen-Noe and Giebelhaus (1997) discussed the origin of the term from the classic poem *The Odyssey* by Homer and defining characteristics of mentoring. From this epic poem, the characteristics of mentoring emerge as a more experienced, wiser person entrusted with the growth and development of a younger, less experienced person—a novice. It is a relationship between two individual where the mentor educates and advises the novice as he progresses through life. The expectation for the noviceis to respect and learn from the care of the more experienced mentor.

From this earliest description in Greek mythology, mentors and mentoring have been described in many ways: non-parental career model, role model, professional facilitator, advisor, counselor, teacher. Alleman, Cochran, Doverspike and Newman (1980) defined mentoring as "a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice" (p. 329). Schmidt and Wolfe (1980) listed three broad categories as functions of mentoring including role model, consultant-advisor, and sponsor. Schein (1978) suggested eight mentor roles: teacher, confident, sponsor, opener of doors, role model, developer of talent, protector, and successful leader. As states look to mandates for entry-year mentoring support, they too have established definitions to guide policy implementation. Ohio's entry-year standards define mentoring as "a program of support provided by a school district . . . to meet the unique needs of an individual in the first year of employment . . ." and a mentor as "a person assigned to an individual in the first year of employment under a classroom teaching certificate or an educational personnel certificate." (Administrative Code, Rule 3301-22-02)

Establishing formal programs to assist entry persons into a profession by using more experienced employees was introduced into the world of business and government in the 1970s (Bendixen-Noe and Giebelhaus, 1997). Gold (1996) and Tellez (1992) state that attempts to establish such programs in schools, colleges and universities, and states in an effort to help new teachers as they entered the profession began in the 1980s.

As states grapple for direction, they often look to each other; however, with regard to mentoring, state initiatives that extend teacher preparation into the first year of teaching vary in terms of both procedures and processes. The National Association of State Directors of Teacher Education (NASDTEC), notes the variation in programs across states in the 1996-1997 NASDTEC *Manual*. Of the just 28 states noted in the *Manual* as having mentoring programs or Beginning Teacher Support Systems (BTSS), only 15 require all beginning teachers to participate in the programs. Most state initiatives included some sort of training for the beginning teacher (20), but only 16 states have allocated additional funding to support beginning teacher mentoring programs. In addition, there is little mention of mentor selection and/or training and few of the states involve the teacher preparation institutions in the support system for beginning teachers. Finally, the policies regarding the evaluation of mentoring programs and those which extend support beyond the first year vary greatly from state to state. Without clear focus of what constitutes effective mentoring, that is models, there is little wonder why inconsistency and lack of focus may occur in mentoring programs.

Mentoring Models

The need to develop models, therefore, which can provide consistency and focus to the development of local mentoring programs is warranted. These models should include: a framework for selection and training of mentors; opportunities for mentors and their protégé to work together —including opportunities for direct observations of teaching; opportunities for beginning teachers to participate in on-going professional development; and guidelines for assessment and evaluation of the mentoring program.

The selection of mentors is critical to the success of any mentoring model. The role of mentor implies that the experienced teacher selected will be not only a highly competent teacher that understands pedagogy and has extensive content knowledge, but one who has the desire and ability to nurture others. Not all experienced teachers possess these traits. Therefore, it is important for mentoring programs to have guidelines for selection that address the characteristics valued in mentors. Enz (1992) four considerations that should be examined as a district develops criteria for selection of mentors: personal characteristics, professional skills, functional concerns, and practical concerns. Personal characteristics include such attributes as thoughtfulness (reflectivity), facilitativeness, and integrity. Professional skills incorporate pedagogical and communicative skills. A mentor should "possess current professional knowledge and demonstrate a high degree of instructional expertise, such as the understanding of their students' social, physical and emotional development, mastery of curriculum, content, and instructional pedagogy" (p. 67). Further, functional and practical concerns must be considered if the mentoring program is to succeed. Functionally, mentors must view themselves as more than "buddies"; effective mentoring requires that mentors not only possess expertise in teaching, but have knowledge of teacher development, beginning teacher problems, adult development and the skills associated with recognizing effective teaching, and conducting observations/ supervision (O'Dell, 1987). Finally there are practical issues that should be addressed. For example, teaching assignments should be considered. Huffman and Leak (1986) note that matching grade and/or content specialty maximizes the mentor's opportunity to use the knowledge and skill attributes and increases the likelihood that the protégé will benefit from such expertise. In addition a mentor should not only have the time to provide quality mentoring, but should be close enough in proximity (e.g. same school) to allow opportunities to interact with the beginning teacher.

Once the selection criteria has been established, effective mentoring programs provide training for the development of good mentors. Although recognized as highly competent and effective teachers, prospective mentors may not have a framework of how to talk about teaching and learning in a logical, systematic way. Providing such a framework enhances the communication and interaction between mentor and protégé. In Ohio, where mentoring of all entry-year teachers is mandated, the 1996 Teacher Education and Licensure Standards (Administrative Code 3301-24) state that mentors "will offer the support necessary to successfully transition into 'real world,' full-time classroom chal-

lenges" (p. 3) with no mention of how this should be accomplished. This process is left up to each school district to determine even though what districts do with regard to mentoring - or do not do - may impact how well beginning teachers are prepared for the state's performance-based assessment for licensure. Recent research (Giebelhaus and Bowman, 1997, 1999; Giebelhaus, Bendixen-Noe, and Nichelson, 1999) indicates that training of mentors does increase the effectiveness of mentoring with regard to the demonstration of identified effective teaching behaviors. Training can provide focused interaction vital if mentoring programs are to achieve the ultimate goal - providing competent teachers for every child.

Mentoring also requires time for both mentor and protégé. It is impossible for a mentor with his/her own classroom responsibilities to find the time to establish a relationship with a beginning teacher, much less to conduct observations and give feedback, without some form of "time" support from the administration. Support for the development of such relationships is critical in the success of mentoring programs. School district administrators cannot assume that by naming a mentor, mentoring will occur. Sufficient support includes proximity of mentor to protégé and time for interactions, both formal and informal.

Just as mentors require initial training in their role and the associated skills, continuing professional development of the beginning teacher through in-service training is another aspect of mentoring programs that should be considered. These activities can be informal workshops and seminars where beginning teachers meet with each others and with their mentors to address specific issues, problems, or concerns. Incentives for additional "formal" training can also be established for beginning teachers to extend their knowledge and skills through additional university course work.

And finally, models of mentoring programs should include a means for gathering information to assess and evaluate the effectiveness of the program. Such data could come from a variety of sources including teacher (administrator, mentor and protégé) surveys, retention rates, student surveys and/or achievement information, and participation data. Information should be gathered and analyzed in order to determine whether the needs of the state, district, school and individuals are being met.

If models of effective mentoring programs are to be developed based on state initiative and regulations, the state must support and encourage that process. Expectation need to be clear. Resources and technical assistance must be available. Providing leadership by offering various ways in which mentoring programs can be developed is critical. Finally, when state policy requires school districts to implement mandates, it must disseminate information about the models that work. Once the policy has been established, the role of the state is to assist districts as they attempt to negotiate the unfamiliar territory.

Funding

Perhaps the most critical issue facing states is that of funding generally. When it comes to mandated initiatives, the term "unfunded mandate" sends chills down the spine of district boards of education and superintendents. The requirement to implement mandated mentoring for induction year programs is just one more item—one more mandate—that demands a "slice" of the district's fiscal pie. For states then, the questions are, "Where do the funds come from?", "How do we disburse funds equitably to all school districts?" and "How much and to whom is the funding given?" It is obvious that to train mentors, to provide them with time to work with new teachers and to collect information and disseminate the results . . . all of this takes money. States send a clear message to local school districts regarding the importance of mentoring programs by the amount and kinds of funds that are allocated.

Some states have initiated the "unfunded mandate", which guarantees uneven compliance or in many cases noncompliance! Other states have adopted the system of competitive grants. Again, there is an enormous opening for uneven compliance and unequal opportunity. If a mentoring and support system for beginning teachers is mandated, then the funding should accompany the law. The manner in which the funding is dispersed is not as important as the fact that money is available to support model building and implement the requirements established within the state policy decision.

In at least one state, Ohio, where the mandate was first initiated as an "unfunded mandate" for most school districts in the late 1980s, it has since become part of the Teacher Education and Licensure Standards (1996). Funding has been provided through grants, both federal and state. In the grant proposal requirements, local school districts and institutions of higher education have been encouraged to work together to establish mentoring networks. The state has developed and adopted a framework for mentor training which includes identification of and discussion around specific effective teaching behaviors. Although each local school district develops their own model for mentoring meeting their unique needs, all are linked to the performance-based licensing requirements for new teachers. Because the funding is currently limited to those who successful apply for grants, funding in Ohio to meet the mandated requirement for mentoring of beginning teachers is unequal. Will this impact the success of beginning teachers on the mandated performance-based assessment for licensure?

Recent studies (Giebelhaus and Bowman, 1997, 1999; Giebelhaus, Bendixen-Noe, and Nichelson, 1999) suggest that it very well may. In a quasi-experimental study of student teachers and their mentors, Giebelhaus and Bowman (1997, 1999) found that student teachers whose mentor (cooperating teacher) were trained in a common framework for discussing teaching and learning—Pathwise (ETS, 1995)—demonstrated more effective teaching behaviors than those

whose mentor had no such training. Findings from a causal comparative study by Giebelhaus, Bendixen-Noe and Nichelson (1999) reveal that entry year teachers whose mentors were trained and who used specific strategies like observation and conferencing around a framework of specific teaching skills were more successful than those who did not have such mentoring opportunities.

These studies would suggest that quality and type of mentoring program within a district may be a factor that prospective teachers should discuss and consider as they decide where to teach, especially where "high stakes" performance assessments for licensure are in place, such as Ohio.

Conclusions

For states trying to establish and implement high standards for teacher preparation and professional development through initiatives like mandated beginning teacher support programs, the on-going challenge is to engage the stakeholders while maintaining consistent standards for each. With regard to mentoring, stakeholders include not just beginning teachers and the children they teach, but the school districts that hire them and the colleges and universities that prepare them. Mentoring, although well supported in the literature as likely to produce more effective practitioners, is a change from the norm; change is a challenge to some, but to others it is difficult and threatening. State agency representatives who are charged with the implementation of such policies must have the fortitude to stand fast and maintaining consistency in order to provide opportunities for such mandates to reach their full potential. In Ohio, the state has implemented a statewide program for training mentors to work with beginning teachers. The state has also developed a source of funding such programs. The challenge for any state, including Ohio, once it has begun the journey down the long road of successful implementation of initiatives which force change, is maintaining the momentum of change without veering off the road.

Linda Darling-Hammond (1996) stated that the lack of effective mentoring is one of the barriers to having competent teachers for every child. If this is true, and there is increasing evidence to support this, then it is imperative that states take the leadership role in developing, ensuring, and maintaining comprehensive, systematic mentoring and support programs for all beginning teachers. If successful, the journey towards effective mentoring programs for beginning teachers will reach far beyond tomorrow . . . it is a journey that should strengthen the profession and ensure competent teachers for every child.

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Mentoring: Aim and Assess

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Today was just like any other day for Cinderella at the swimming hole. Just like all the other days, she would continue to swim the murky waters alone, perfecting her strokes in hopes of reaching the distant shore. Unlike a host of other swimmers, she had to swim the deepest parts of the lake for Cinderella was new, and the more experienced swimmers knew the hardships of the deep water currents. They took up the shallow areas near the shore. She would learn just like everyone else—to sink or swim by handling the roughest waters. Thus it is for too many of America's beginning teachers. Just like our imaginary Cinderella learning to swim alone in the roughest waters, too many of our beginning teachers are learning to teach in isolation of placed in climates not conducive to developing effective teaching skills.

Though a number of states and local school systems have developed induction programs of one sort or another, there are still too many of our best and brightest beginning teachers leaving the profession. Too many are still learning to swim on their own; too many are still being evaluated and offered remedial help with little concern for the expressed needs of the situation or the individual's unique attributes. Too many programs are simply an orientation program to indoctrinate or simply another layer of evaluation, a deficit model which sees the beginning teacher as one who lacks specific skills and its role is thus to correct any specific problem areas.

Today, it is more important than ever to promote comprehensive, developmental induction programs which concentrate not only on orientation and development of strengths but on the situational, personal and professional concerns of our beginning teachers. Our beginning teachers need more than a dose of standardized pedagogy and evaluation of their mastery of the "golden rule". Our programs need to develop personal strengths and ideas to change education for the better, not stifling the creativity and idealism of first year teachers by legislating dependency on accepted methods and materials. It is time to take aim at programs that dignify, humanize and develop professional personnel who strive to master the art of teaching.

So what can be done to make the waters calmer for our Cinderellas? What restructuring of the swimming hole is possible that will allow Cinderella to perfect her strokes and swim the waters of today's classroom? Perhaps the single most important answer rests with fellow swimmers designated as mentors. One who plays a number of roles over time, roles such as a trusted guide, advisor, model, supporter, protector, challenger, opener of doors, confidant, and/or simple colleague. One who can facilitate growth in another by being positive, trustworthy, accepting, non-threatening, and caring. One who can communicate unambiguously and allow another his/her own separateness. Perhaps it is the mentor who truly holds the key to the beginner's swim to shore. As with any educational program, basic questions come to mind when examining use of mentors in induction programs.

1. What should be the primary aims of a mentoring program?
2. How should mentoring programs be evaluated?
3. What are the characteristics of an effective mentoring program?
4. Who should be in charge of deciding?

These questions offer an argumentative framework for viewing various mentoring efforts and for analysis of issues associated with the diversity of programs. Answering and exploring the gray areas provides an avenue for defining the critical issues. Using this perspective, two critical elements in teacher mentoring and induction programs emerge - what should be the primary aims and how should the program be evaluated? From answering these two questions, the other questions are resolved.

Take Aim

First, mentoring programs need to take clear aim at how they will interact with the early career teacher. In examining the diversity in programs goals, most mentoring efforts can be divided into either evaluative (where the mentor is part of the evaluative process for retention or certification) or developmental (where the mentor has no authority to evaluate but assists in the teacher's development based on situational needs). Because first-year teachers have different personality needs and behavioral tendencies which are illustrated in such factors as gender, marital status, age, parenthood, educational level, school placement, and other such factors and because each is placed in different school climates, it is apparent that for mentoring programs to be effective they will have to offer individualization and diversity through meeting both personal and professional needs. Following this logic, potent programs would base most of their interaction on meeting the situational personal and professional needs as perceived by the beginning teacher and not only on outside evaluation deficits derived from mentor observations.

As with any effective program, whether developmental or deficit oriented, the specific aims should be derived from a clear philosophical orientation and research oriented rationale. Though different induction programs delineate their goals in various fashions, effective programs contain part or all of the following aims. Clearly focused, effective programs typically:

1. Have a fundamental philosophy which recognizes the beginning teacher as one who has a set of skills and needs, and as a result of the program:
    a. Develops, extends, modifies, or refines these skills;
    b. Orients the beginning teacher to the school system; and
    c. Addresses and meets the perceived personal and professional needs of the teacher.
2. Have a well defined set of rationales and goals.
3. Provide continuous year-long support from the preschool orientation to third-year tenure through various organized support systems.
4. Use various personnel to offer a vast array of materials, instruments, and activities to personalize each beginning teacher's year.
5. Have mentors selected, trained and focused using current knowledge available about the beginning teacher.
6. Provide frequent support interaction and targeted topics to help the beginning teacher in adjusting, expressing needs, and developing.
7. Offer a large number of instructional and non-instructional areas on which the beginning teacher could focus when the need surfaces;
8. Not interfere with the school evaluation system but allow for the program to provide an improvement system for any weaknesses found in the formal evaluation.
9. Be able to show positive growth from the beginning teacher's own perceptions of skills and knowledge as well as other qualitative and quantitative data.

From this set of aspirations, influential mentoring programs take aim and develop mentors who can effectively accompany our Cinderella across the swimming hole. Through the program, they understand their roles as a swim coach and can personally facilitate the development of the Cinderella's swim strokes, realizing they can't swim every stroke at once. They have been trained and can help the Cinderella cope with the waves that throw her off course.

Because of the importance of continuous daily support through mentor activity, an effort is made by effective programs to train the participating mentors in specific interaction skills and research-based activities which could be effectively used with the beginning teacher. To help effective programs take aim, specific goals are usually established for mentor proficiency. For the training to be successful, the mentor should be able to:

1. Conceptualize the general characteristics, needs, concerns, and expectations of the beginning teacher;
2. Understand the components of developmental beginning teacher induction programs;
3. Interact and communicate with the beginning teacher in a non-threatening, supportive manner;
4. Assess and interpret specific classroom needs and problems of the beginning teacher using checklists, assessment instruments, and personal conferences;
5. Analyze, focus, and support specific teacher classroom needs using peer coaching techniques and conferencing;
6. Use data collection instruments in observing class activities to focus classroom observations;
7. Incorporate the personal, professional, and personality needs of the beginning teacher into activities and interaction;
8. Implement developmental activities that will offer the beginning teacher additional knowledge, skills, and attitudes for successful teaching performance; and
9. Serve effectively as a developmental mentor who can provide an orderly, personalized transition from preservice preparation to the first three years of teaching.

In essence, mentors should aim to be more than simple colleagues who occasionally help the beginning swimmer through the nuances of the American educational waters.

Assess

Next, mentoring programs need to clearly assess how well they fostered the development of the early career teacher. In examining this area of how mentoring programs should be evaluated, convincing programs offer both quantitative and qualitative data to illustrate to what extent its aims and aspirations were met. In order to assess, modify, and refine programs, it is important to construct an evaluation system which is multifaceted. Questionnaire responses and perception differences from both beginning teachers, mentors, and principals could be used to assess the program subjectively. Retention rates, teaching performance standard compliance, student performance, portfolio documentation, and quantitative positive growth from the beginning teacher's own perception of skills and knowledge could be used to show statistical data.

One of the most promising avenues for evaluating mentoring programs involves using the theoretical framework that each teacher is in a state of becoming and each tends to move through defined stages from a survival mentality to making an impact on every child. Numerous researchers have examined developmental stage differences of beginning teachers from different angle (Fuller and Bown, 1975; Hall and Jones, 1976; Pataniczek, 1978; Hunt and Michael, 1985; Cruickshank and Callahan, 1983; Hitz and Roper, 1986; and Smith and Sanche, 1993). However, one of the most promising examples of using a developmental stage framework to assess program effectiveness can be found in the Kansas Early Career Teacher Development program. This program is a continuous teacher training partnership between Pittsburgh State, Emporia State, Southeast Education Service Center, and 68 school districts in Kansas. Through its evaluation instrument, the *Teacher Needs Assessment Questionnaire (TNAQ)*, the program for early

career teachers is capable of identifying developmental stages and illustrating group and individual movement from one stage to another.

Evolving from seven years of research and six statistical studies with over 700 teachers of various years of experience, the *Teacher Needs Assessment Questionnaire* was developed and a three stage theoretical base crystallized (Runyan, Sparks, Lipka, et. al., 1993, 1994, 1995, 1996, 1997, 1998). Designed to measure specific instructional and professional needs by examining the teacher's own perception of importance, mastery, and desire to improve on 49 given statements, the instrument numerically derives a Need/Desire (N/D) score which is used to establish individual need priorities. The researchers took the position that to establish a need there should be a perception that it is important, that it is not presently being done well, and there is an aspiration to improve. These need/desire scores could then be ranked and prioritized to help set target areas as well as track development through stages.

To trace progression, the program collects data on the beginning teachers development three times a year using the *TNAQ*. Using as a foundation the Fuller and Bown (1975) stages of survival, mastery, and impact, the instrument statistically uses the 49 items to show quantitative professional progression for early career teachers through three stages—Establishing Structures (Survival), Developing the Science of Teaching (Mastery), and Cultivating the Art of Teaching (Impact). In essence, by using a theoretical stage framework, the program strives to move each teacher from a survival mentality to making an impact on every child. These stages and their characteristics are:

Establishing Structures

- Acquiring supplies and establishing room layout
- Knowing school policies, norms and culture
- Building staff relationships
- Establishing classroom procedures and routines
- Setting rules and reinforcing them to gain respect of students
- Expanding subject matter knowledge
- Planning lessons for high time on task
- Coping with evaluation, other's opinions, and fear of failure

Knowing parents and opening lines of communication

Developing the Science of Teaching

- Using various models of teaching correctly
- Acquiring innovative techniques, activities, and ideas
- Asking classroom questions effectively and providing review and practice
- Providing timely assignment feedback and furnishing justification for grades
- Giving clear directions, illustrations, and transitions so classroom activities move smoothly
- Identifying learning styles, characteristics, and needs of class
- Providing sponge activities to keep students busy
- Managing time pressures

Developing the Art of Teaching

- Being novel, vivid, and varied in teaching strategies
- Achieving equity in monitoring, questioning and feedback
- Showing high expectations for every student and motivating all students to succeed
- Striving to meet the individual academic, emotional and social needs of students
- Developing consistency in enthusiasm, fairness and humorous disposition
- Being a role model who shows empathy, warmth, and respect to each student

By using the beginning teacher's own perceptions of need at various times throughout a three-year period and tracking the data, a program can illustrate each teacher's movement through developmental stages. This kind of developmental orientation holds great promise for inspiring mentoring programs to assess their performance and provide focus towards an end result.

So what can be done to make the waters calmer for our Cinderellas? One answer is to aim and assess developmentally. Programs must understand that not all Cinderellas dress the same or swim in the same pond; they don't all react to the same currents in the same manner. But because they are all swimmers they ten to learn the strokes in like manner, some taking more time than others, all hoping to have an impact on every child. By providing a needs-based developmental environment where there is positive, targeted, nonthreatening mentor interaction, and by grounding much of its evaluation on the quantitative and qualitative perceptions of the beginning teacher as they are perceived in a state of development, a mentoring program has a good chance of penetrating the isolation so destructive in beginning a career and developing master swimmers who have the capacity to make a difference with every child.

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A Letter from the President Regarding MWERA and the 21st Century

Thomas S. Parish
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The Mid-Western Educational Research Association has had a stellar history, but its future looks very bright too. Yes, for nearly a quarter of a century MWERA has been a home for researchers, scholars, professors, teachers, and administrators. During this period of time, collaborations have developed, research has been shared, and good times have been had by all. As the current president of MWERA, it is obvious to me that these benefits will continue well into the next century because we're not just fellow researchers, teachers, and administrators, etc., from around the midwest and the nation, but we're all very good friends too. Truly, it has been said that the only thing better than aged steaks is ol' friends, and it's upon that foundation, i.e., friendship, that the Mid-Western Educational Research Association—and its members—will continue to grow together well into the next century, and perhaps long after that! So may we always look forward to the next meeting, hoping that it will be as good as the ones we've had, but we must keep in mind, however, that what really makes MWERA so great are our many positive interacitons, and all the fun we've had, as well as the full realization that the best really is yet to come and that MWERA is not a fad.

The Principals' Role in Mentor Programs

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Rick, an experienced elementary principal, was concerned about the failure rate of the beginning teachers in his school. When he initiated the mentor program this year, he was confident that he had solved the problem and that the outcome would be positive. Now he was shocked by the beginning teachers' evaluations.

> "My mentor gave me great suggestions, but I would like to hear the principal's views on what he considers good teaching and appropriate discipline. He is the person who will evaluate me and I want to know if I am doing OK."
>
> "My mentor told me that the principal wasn't pleased with the noise level in my room. I feel uncomfortable that they are discussing me. I wish the principal would speak directly to me instead of telling my mentor."
>
> "I wish my mentor would meet with me regularly. She tells me to see her if need something, but I feel like a bother when I go to her with a problem."

Rick, like many principals, recognized the need for beginning teacher induction and assumed that the solution to the problem rested solely with the assignment of mentors. He randomly assigned experienced teachers as mentors without providing guidelines, training, or support for them. To compound matters, Rick assumed that the mentors would "handle things" and he ceased interacting with the first-year teachers.

The problems that Rick experienced are commonplace in many schools. Busy principals, grasping at solutions to assist their beginning teachers, randomly assign experienced teachers as mentors. Confident that they have solved the problem, the principals move on to other tasks, leaving the mentors solely responsible for inducting the beginning teachers (Brock and Grady, 1997; Brock and Grady, 1998). The mentors struggle, achieving varying levels of success, and the beginning teachers wonder why their principal doesn't interact with them. As one beginning teacher reported, "My principal welcomed me to the building and assigned me to a mentor. Now I don't ever have an opportunity to talk with her."

Initiating a Program

Principals play a key role in inducting beginning teachers into their schools (Hughes, 1994; Lieberman and Miller, 1994). One of the most effective induction methods is a developmental teacher induction program that includes a mentor program. The mentor component is an organized and systematic process in which a skilled and experienced teacher provides guidance to a novice (Heller and Sindler, 1991).

The role of the principal in the mentor program is to lead the initiative for program development, provide ongoing monitoring, and evaluate program effectiveness. Steps in program development include: 1) conducting a needs assessment to determine a rationale for the program, 2) evaluating the availability of funding and resources, and 3) determining if the school community will support the program. To be effective, a mentor program requires the commitment of the entire faculty and a supportive school atmosphere (Brock and Grady, 1997).

Once a decision is made to create a program, the principal guides the development of goals that tailor the program to the specific school setting. These goals provide the framework for the program (O'Dell, 1989). The next steps include: a) defining the needs of the beginning teachers, b) establishing criteria for selection of mentors, c) defining mentors' roles, and d) determining the length of mentors' service and commitment (Heller and Sindler, 1991).

Defining the Needs of Beginning Teachers

Commonly thought of as new college graduates, beginning teachers are actually a diverse group. Some beginning teachers are simultaneously embarking on adulthood and a professional teaching career. Others are mature adults who recently completed teacher training, or are re-entering the profession after raising a family. Some beginners may be experts in a discipline but have had no teacher training (Brock and Grady, 1997).

Given the diversity of beginning teachers, the content and process of mentoring need to adapt to their specific circumstances (Brock and Grady, 1997; Brock and Grady, 1998). A needs assessment before school begins and repeated periodically throughout the year will allow the principal to structure a program that is responsive to the needs of the beginning teachers. Mentors will understand and be able to respond to the more specific needs of their mentees. If the mentor program is well designed, it has the potential to be responsive to individual needs and deliver continuing professional development throughout the first years of an individual's professional experience.

Selection of Mentors

The ability of the mentors is a critical component of a mentor program. However, the mentors in many schools are randomly selected. In some schools, the mentor teacher's personality, similarity of teaching assignments, or proximity to the newcomer's classroom is the sole determinate of mentor assignments. Although this method occasionally produces desired outcomes, a more structured approach is

more likely to yield consistent success (Brock and Grady, 1997).

A quality mentor program provides specific criteria for selection of mentors. Principals determine criteria that are based on the goals of the school and the program. Suggestions for criteria include: a) experiences appropriate to the teacher's assignment, b) pre-requisite knowledge, skills, attitudes, and values and c) familiarity with the school and district's policies, procedures, organizational structure, curriculum, courses of study, and competencies (Gordon, 1990; Haipt, 1990).

Obviously, the mentor should be considered an expert teacher who has exceptional abilities in relating and communicating with other adults. A mistake, commonly made by principals, is assuming that an individual who works well with children will relate well with an adult in a mentoring situation. Mentors who work with adults have exceptional listening skills, are able to define a problem, generate alternative solutions, and work with a novice to select, implement, and evaluate a course of action. Most important, good mentors are able to offer suggestions and possibilities without encroaching on and diminishing the confidence and decisions of the novice teacher (Feinman-Nemser and Parker, 1990).

Practical considerations for mentor selection include proximity of classrooms, similar grade levels or course assignments, shared planning periods, philosophies and teaching styles. Gender, age, personalities, and interests are variables to consider for compatibility. Criteria should also take into account the respect of the mentor by peers, commitment to the teaching profession, desire to work with a novice, and willingness to spend the time and energy required (Brock and Grady, 1997).

Defining Mentors' Roles

Mentors need to know the intended goals for the mentor program and their role in attaining those goals. A mentor may serve in a variety of roles, such as role model, sponsor, teacher, coach, encourager, nurturer, and friend. Usually it is assumed that the mentor's role is to assist a less-experienced person for the purpose of promoting the novice's professional development. Whatever the specific function of the mentor program, program goals and the role expectation for mentors must be clearly stated and with plans established for their attainment (Janas, 1996; Heller and Sindelar, 1991).

Along with role expectations, the duration of the mentor relationship should be defined. Formal mentor periods usually extend for one or two years. However, if a friendship or strong personal bond develops, informal mentoring may continue for several years (Janas, 1996; Heller and Sindelar, 1991).

A typical scenario is the pairing of a master teacher with an inexperienced teacher for the purpose of socializing the newcomer into the school. Usually this formal induction process lasts for one year or throughout the probationary period of the school district. Ideally, a positive relationship develops between mentor and novice during the formal mentoring period. When this occurs, informal mentoring and professional collaboration often continue long after the formal process ends.

A committee composed of faculty plus the principal should determine the roles of the mentors. If possible, input from novice teachers should be included. These roles will likely be re-visited and re-vised throughout the mentor program as mentors and new teachers evaluate their effectiveness (Heller and Sindelar, 1991).

Training for Mentors

Training, although seldom provided by schools, is equally as important as mentor selection (Brock and Grady, 1997; Brock and Grady, 1998). Mentors need orientation to familiarize them with the mentor program and then ongoing sessions to update skill (Janis, 1996). The orientation could occur during a one-day training period of four or five hours prior to the opening of the academic year (Heller and Sindelar, 1991). Subsequent sessions should be scheduled throughout the year to provide opportunities for skill development. Time should be provided for mentors to discuss their roles and obtain feedback from others.

The process and substance of the training should be determined by the goals of the mentor program and the school context within which it operates (Heller and Sindelar, 1991). A good starting point is a mentoring handbook that includes topics, such as: the purpose of the program, suggested roles of the mentor, guidelines for classroom visits, and summaries of the school's discipline, due process, and attendance policies and procedures (Heller and Sindelar, 1991). If mentors are expected to perform classroom observations and share insights with novice teachers, they need to be taught these techniques. Training should be provided that includes skills in pre-conferencing, classroom observation techniques, data collection and interpretation, diagnostic strategies, effective questioning, reflective listening, and post-conferencing (Brock and Grady, 1997). To facilitate smooth relationships between novice and mentor, skills in conflict resolution should be included (Janis, 1996).

Principal's Involvement

The principal needs to initiate the mentor program by meeting with the new teachers and mentors to clarify expectations for the program, the working relationship of participants, and the non-evaluative role of the mentor. Throughout the process, principals should monitor the interactions of teachers and mentors without breaching the confidentiality required in the mentor-mentee relationship. If relationships between teacher and mentor prove unsatisfactory, the principal should quickly provide an alternative mentor (Fischer,

1997). Some principals meet regularly with mentors to discuss issues that need to be resolved and solicit suggestions for program improvements (Heller and Sindelar, 1991).

Principal's Interactions

Mentors provide assistance but are not a substitute for beginning teachers' need to interact with the principal. Beginning teachers identify the principal as a key figure in their assistance and support. The principal is the person likely responsible for them being hired and the individual who will evaluate their teaching. Thus, beginning teachers want and deserve feedback from the principal. When this support and affirmation isn't received, beginners feel abandoned and frustrated. Novice teachers need assistance from both principals and mentors. Each provides unique perspectives, with the mentors' work complementing that of the principal. (Brock and Grady, 1997; Brock and Grady, 1997).

The area most elusive to beginning teachers is the school's culture. Culture constitutes the routine behaviors defined by the unwritten rules and norms developed over the years of the school's existence (Brock and Grady, 1997). When teachers say, "It's the way we do things around here," they are referring to school culture. As new teachers join the school, their views are shaped by and in turn perpetuate the culture (Hanson, 1996).

Beginning teachers often have trouble understanding the school's culture because it is unwritten and thus elusive. They can find answers to explicit rules and procedures in handbooks. However, it's the maze of unwritten rules that are more likely to govern what people do than the written policies and procedures. Teachers are more likely to teach according to the prescribed norms of the school than any directives from the administration. These are the "rules" that aren't written down anywhere that pose problems for beginning teachers. So ingrained are the rules, that even well-meaning mentors and veteran teachers don't think to share them (Brock and Grady, 1997; Sergiovanni, 1994).

As developer and nurturer of the school's culture, the principal plays a pivotal role in sharing that culture with beginning teachers. The perceptions of the social and cultural factors of a school have a greater influence on novices than the schools formally-stated goals. Beginning teachers need to know the school's history, traditions, legends, and myths. They need to hear the stories of the school's heroes and heroines. This process helps the novice gain a sense of membership and participation in the culture (Brock and Grady, 1998).

In addition, new teachers want to know the principal's goals and expectations for teaching. While the mentor's classroom experiences are valuable, knowing the principal's expectations for instructional methods, time management, discipline, grading, student achievement, and parent relationships is essential. Sharing examples of accepted ways of doing things provides examples of acceptable standards of behavior. Although beginning teachers need and appreciate the assistance of mentors, the principal is the person they need please, who will likely evaluate them (Brock and Grady, 1996).

Evaluations and Confidences

Careful consideration must be given to whether or not the mentor is to have a formal role in the evaluation of novice teachers. If mentors are to have a role in formal evaluation, the procedures must be an established part of school policy and clearly defined and explained to mentors and mentees. With trust being an integral component of a successful mentor program, it is essential that principals adhere to existing evaluation policy, are mindful of the fragility of the trust factor, and respectful of confidences between mentor and novice teacher (Haipt, 1990; Brock and Grady, 1998).

Evaluating the Program

Evaluation is an area often overlooked in mentor programs. An annual evaluation by both mentors and mentees is an integral component of a successful program. Mentors should provide feedback regarding program goals, matching of participants, role expectations, time management, resources available and administrative support. Mentees should be asked to evaluate the program in light of their socialization into the school and development as teachers. Information gathered should be used by the principal to determine if program revisions are needed (Heller and Sindelar, 1991). Other data sources include indicators of student learning, principal's observations of mentees, and parent feedback. These data provide the basis for planning and program revisions. The needs of first-year teachers are not static; thus the program needs to adapt to emerging needs perceived by mentors, mentees, and principal (Brock &Grady, 1997).

Conclusion

The success of beginning teachers is critical to student success, and the success of both is largely the responsibility of the principal (Fischer, 1997). Each new hire has the potential to either enhance or diminish the overall quality of learning in the school. Given the significance of the principal's responsibilities, providing a developmental first-year teacher induction program that includes a mentor program should be a top priority (Lee, 1994; Sergiovanni, 1994; Brock and Grady, 1997).

Effective mentor programs require the support of the faculty and all levels of the school's administration, including the superintendent and school board. The principal, however, is the pivotal figure whose direct involvement in each step of the program's development and implementation is crucial. Principals who understand the benefits and are willing to invest the time required in developing and maintaining effective mentor programs will be rewarded richly with successful entry-level teachers.

This article was based on information contained in *From First-Year to First-Rate: Principal's Guiding Beginning Teachers*, co-authored by Drs. Barbara L. Brock and Marilyn L. Grady and published by Corwin Press, 1997.

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Important Notice

Presenters, Attenders, and MWERA Officers,

kindly put the following date on your calendars:

September 24, 1999

This is the final deadline for you to pre-register for the MWERA 1999 Annual Conference, plus it is also the deadline for securing your room reservations at the Holiday Inn–Mart Plaza at special conference rates. By submitting the forms (found on pages 39 and 40) before this deadline you'll be able to save $$$, both on the meeting registration fee, as well as on the lodging expense you will incur by waiting until later. So please don't delay, send in your forms today, or at least before September 24th, 1999, rather than throw your good money away!

Mentoring and the Impact of Local Teacher Organizations

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The influence of all the forces and factors that affect education today are numerous and widespread. They include: accreditation agencies, state departments of education, foundation, civil rights groups, publishers, state policy makers, colleges and universities, state and national teacher organizations, media, research establishments, and many others. Perhaps overlooked, but the one that often has the most impact on the implementation of many educational aspects is the local teacher union/organization. They can, in effect, bring success or failure to an idea through local interpretations, negotiations, and implementation details.

Mentoring is one area where the local teacher union input seems to have great latitude. While there has been much written regarding the roles of mentors and the impact of mentoring programs (e.g., Little, 1990; Bendixen-Noe and Giebelhaus, 1997; Ganser, 1994; Huffman and Leak, 1986), how these roles are played out in the local school systems are often determined by local teacher organizations. These entities often negotiate the 'nuts and bolts' of the mentoring role as defined in local contracts.

The importance of mentoring programs have been addressed by both national and state teacher organizations. The 1998-99 National Education Association's (NEA) Resolutions emphasizes the impact of these programs. It states:

> The National Education Association believes that mentor programs are a means of enhancing the professional expertise of employees. The Association also believes that the planning, implementation, and evaluation of such programs must be negotiated or cooperatively developed and maintained by the school district and the local affiliate.
>
> The Association further believes that the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentors must be selected through a defined process with articulated criteria, be properly trained and compensated, and be provided with adequate time to fulfill their responsibilities. The state or local authority has the obligation to provide hold-harmless protection.
>
> The Association further believes that any documentation that results from the mentoring process must be confidential and the sole property of the person mentored, and must not be included in the participant's personnel file (p. D-9).

This resolution seems to emphasize a movement in the past decade by the NEA and the American Federation of Teachers (AFT) towards the idea of professional unionism. This perspective views teachers as professionals who uphold high teaching standards and who understand the interdependency of workers and local school authorities. Helping local unions take a more active role in educational reform is fundamental in this movement (Peterson, 1997). Mentoring is viewed as one element in this "union led effort to restructure the nation's teachers' unions to promote reforms that will ultimately lead to better learning and higher achievement for America's children. The primary goal . . . is to create a new union model that can take the lead in building and sustaining high performing schools for all students in an increasingly complex and diverse world" (NCEA, 1994).

Beginning in 2002, Ohio law mandates that every school district who hire entry level teachers establish and maintain an induction year program that will aid these individuals in their professional development (Ohio Administrative Code 3301-24-04). Guidelines and specifics are minimal and are left to the local school district. To help facilitate this program, grant monies have been available so school districts have an opportunity to develop and refine their interpretation of what mentoring programs look like and how they are effective.

At a recent leadership conference of the Ohio Education Association (OEA), I was invited to help conduct mentor training. The OEA (1997) has identified the development of mentoring and peer assistance programs as important to having and maintaining well-trained teachers. The leadership conference is comprised of local teacher organization members and officers who gather information to take back to their respective school districts. Many of these items are often newly legislated elements or current issues and/or trends which will probably be negotiated in future contracts. During the mentor training, concerns and issues emerged emanating from the mandated mentoring soon to be required of school districts who hire entry year teachers. The influence of the local teacher union/organization was highly evident.

To no-one's surprise, the local contract appears to hold an important key to the operation of the mentoring program. Many individuals felt the need to become better informed as to the intent of the legislation so they would meet compliance standards. While many saw the benefit of mentoring programs for beginning teachers, the concerns seemed to center around several areas, which included: money, defining the mentoring role, mentor selection, training, scheduling, and administrative support. While there appears to be very little written on teacher unions and their role in mentoring programs, there is an abundance of literature on mentoring available. This should help inform

local teacher organizations in their quest to develop, refine and implement mentoring programs. As a result, this paper will attempt to address issues that unions will face as they work through this process.

Finances

Money was mentioned as the vehicle necessary for the true success of local mentoring programs. Teachers felt they were already having difficulty in finding time to complete all their current tasks and that the aspect of taking on one more job, such as mentoring, was daunting. Receiving pay for what was being mandated as a critical component in a beginning teachers' professional development is viewed as vital for a favorable mentoring program. Teachers fear money, or rather the lack of money, will limit the amount of release time necessary for completing the duties seen as essential to their role as mentor. One of those roles is observing beginning teachers in their new role and providing constructive feedback. Without adequate release time, the coaching element of mentoring could become nonexistent. Since many schools are already struggling with inadequate funding, the issue appears insurmountable. Teachers voiced the opinions that this could result in lower pay and pay raises, fewer resources for their classrooms, and little or no money available for professional development for teachers beyond their entry year. With much nodding of agreement from others, one local representative said, "There is only so much money. If we negotiate that money to serve mentoring programs and mentors, it has to come from somewhere. Something will have to give. Something else, equally as important, won't receive funding because of this new mandate—especially since there are currently no line items in the state budget to help support it."

Relying on outside funding sources may lead to the future demise of mentoring programs once those monies are gone or no longer are allocated to induction programs. This type of mentality often stops individuals and school systems from conducting creative problem solving and reduces their sense of ownership in a mentoring program. Reality tells us there will never be enough funding available or allocated for all the programs deemed important in education.

Perhaps the bigger issue is can schools afford to not financially support their mentoring programs. A lesson from business may be one we need to adhere. Many organizations are instituting formal mentoring programs as a cost-effective way to upgrade skills, enhance recruitment and retention and increase job satisfaction (Jossi, 1997). Since recent reports have indicated we lose up to of all beginning teachers to attrition and we may be facing teacher shortages in many content areas due to retirements, we may need to look at the area of financing in a different way. Instead of saying "How can we afford mentoring programs?", we probably should be saying instead, "How can we NOT afford mentoring programs."

The Mentor Role

Defining the mentoring role beyond the vague legal mandate will also be important to local teacher organizations. Individuals stressed the need for each school district to personalize the mentoring program to fit their local needs and situations. Concern was voiced about the mentoring role becoming too cumbersome for a person to handle, if additional responsibilities were added to it. They say this was a real possibility, especially if money was allocated to mentors. They also wanted assurance that they would be seen as a mentor, not an evaluator.

Roles of teacher mentors have been addressed in the literature. Huffman and Leak (1986) found effective mentors provided positive reinforcement, moral support and someone who would listen with understanding. More recently, Ballantyne, Hansford and Packer (1995) identified four important roles mentors must undertake in order to be effective. These include: (1) task related assistance, (2) problem solving assistance, (3) personnel support, and (4) critical reflection and feedback on teaching. In several studies (Wilkinson, 1994; Ballantyne, et al., 1995; Harnish, 1994; McNamara, 1995; Huling-Austin and Murphy, 1987) beginning teachers noted areas in which mentors were most helpful. Information regarding school routines and policies was deemed necessary. Additionally, help in lesson planning, management and teaching strategies were highly valued.

Mentor Selection

Mentor selection will be critical to a program's success. Many local union representatives were concerned how mentors would be chosen so that indeed the 'master' teachers would be available to help beginning teachers. Discussion emanated that obvious selection criteria such as seniority or "just the desire" to serve as a mentor was not always appropriate. Representatives were very honest in stating that number of years teaching or the interest in helping others often would not constitute a good mentor. Many examples of practicing teachers who fit these elements were presented. Additionally, others were mentioned who would probably want to become a mentor especially if additional money was attached to that role. Individuals were concerned how the mentor's role could be rotated so that training was available, everyone would get a chance to participate in that role, and no-one would get "burned out". It appeared that the same individuals usually volunteer at many local school districts for everything. The problem of mentor selection being viewed as a political decision was presented, since many seemed able to identify teachers who often were selected for knowing someone in a position of power rather than for their expertise in the classroom. Finally, apathy was mentioned as a problem for many of the teachers in their local school systems. The participants feared that perhaps they would get no volunteers for the mentor role since it often

appeared that no-one seemed to want to do more than what they were required to do.

Identifying individuals who will be good mentors is vital to the success of a mentoring program. Literature once more may guide local unions in deciding how selection of mentors can be handled. Much has been written regarding characteristics and skills identified as necessary. Competencies mentor teachers need to possess include: knowledge about and use of effective classroom management, good communication skills including the ability to give constructive criticism and provide positive feedback, successful teaching, willingness to commit time, knowledge of progressive teaching strategies, ability to help beginning teachers in critical reflection, ability to be flexible about their role as a mentor as the novice teacher develops, knowledge about their school's and district's policies, procedures, curriculum and courses of study, and remaining open to their own personal and professional growth and development (Wilson and Ireton, 1995-96; Butler, 1987; O'Dell, 1987; Fletcher, 1995; Ballantyne, et al., 1995; Rowley, 1999; Gordon, 1990; Heller and Sinder, 1991).

Mentor Training

Mentor training was also identified as an item that could be impacted by contract negotiations. Comments dealt with the amount of money available for training, the quality of training and how much training was necessary for a successful mentoring program. Many ideas were tossed about regarding this area but remained even more elusive than some of the other areas. Most did agree, however, that training was essential.

Training for mentors is critical. Research has found that when these individuals receive no formal training or compensation they often dis not follow through with their assigned tasks (Kilgore and Kozisek, 1988). However, mentors who were part of formal training programs with follow-up activities were more successful not only in their role but in helping beginning teachers in becoming more effective in their teaching (Ganser, 1995; Hawley, 1990; Warren-Little, 1988; Theis-Sprinthall, 1986; Giebelhaus and Bowman, 1997; Kennedy, 1991). Areas in which mentors should receive training include supervision (Hart, 1985), teacher development, beginning teacher problems, and adult development (O'Dell, 1987), and knowledge of and skill in recognizing effective teaching practices (Giebelhaus and Bowman, 1997).

Scheduling of Mentor Visits

Scheduling of classes so a mentor could observe the beginning teacher was seen as a potential obstacle. Teachers were concerned as to how this would or could occur if observations were indeed part of the mentor's responsibility. If release time for mentors was difficult to obtain, scheduling was touted as the next best option. There were, however, several looming limitations. If the mentor and protégé were in separate buildings it would be extremely hard to use one's planning period to travel to another school, observe the beginning teacher and then return to one's classroom in time for the next class period. Often, in elementary schools, specials such as art, music or physical education are not in a block of time but are often in 20 or 30 minute segments scattered throughout the day and the week. This would make is extremely difficult to arrange suitable schedules. Middle school practitioners stressed the possible hardship of giving up team planning time so they could observe. They felt that as team members they would be 'letting their team down.' Teachers concluded that while observations could work through careful planning, it would be important to explore other options so the best alternative could be utilized.

Creativity in scheduling will certainly become a necessity as schools either begin or continue programs in mentoring. While teachers identify scheduling as a potential barrier (Osten and Gidseg, 1998), many school systems have been able to work around this obstacle with much success. Perhaps through discussions with schools who have been successful in this area, other local unions will be able to identify how the potential problems of scheduling could not only be overcome but actually become an asset. One example could be in how schools compensate teachers when they "sub" during their planning time. Instead of actual payment, perhaps compensation time could be gained. For example, if there were eight class periods in a day, each time a teacher subbed for another teacher they could earn of a day in compensation time. This could then be used in addition to any other accrued time. Teachers may see this as more of a benefit than the often times paltry monetary sum given for subbing one class period. In this way teachers could sub for mentors and also be compensated for it. Mentors would then be freed up to visit and observe a entry year teacher.

Administrative Support

Administrative support was also indicated as important. Teachers said they wanted their administrators to understand the value of mentoring and to be flexible in defining individual mentor/protégé relationships. They expressed the desire that administrators be able to keep teacher evaluation very separate from mentoring but were afraid administrators at "crunch times" would want to combine the two, either through mentor input or by disregarding the 'true' role of the mentor. Conversations became a very "us against them" approach when talking about this element. Teachers felt administrators would use the mentoring program as just another bargaining chip when it was contract time.

The role of administrators in mentoring programs has not been addressed with much frequency in the literature. However, they can play an important role in the mentoring program's and beginning teacher's success. Brock and Grady (1997) found that often once mentors were assigned to en-

try year teachers, principals often discontinued their participation in the beginning teacher's induction year. Apparently they are assuming that things are under control since the new teacher has a mentor to go to when needed. Since many schools yield a high attrition rate of beginning teacher, administrators need to remain as a vital and visible entity in those first years of teaching.

Final Thoughts

Teacher organizations will have a powerful impact on mentoring programs. While certainly these organizations at both the state and national levels can help by giving guidelines and information, ultimately it is up to the local organizations to figure out a system that will work for them. While nothing mentioned is new, it bears remembering and revisiting. Often, educators who have moved from the local level fail to remember that regardless of how good an idea is, it is up to those teachers who are actively "in the trenches" to make things work. Local teacher organizations have a major impact and investment in developing and maintaining mentoring programs. This entity can easily be overlooked or underestimated, but are a 'real power' in vital decisions at the level where it counts.

In an address to the AFT/NEA Conference on Teacher Quality, Linda Darling-Hammond (1998) emphasized the importance of quality mentoring for beginning teachers. She stated those schools who provided expert mentors and gave them release time to coach beginning teachers have reduced attrition rates of beginning teachers by more than . She further encouraged unions to "work with school district officials to develop induction programs for beginning teachers, incorporating internships in professional practice schools and mentoring through peer review and assistance programs" (p. 10).

Local teacher unions/organizations are one of the key players in the successful implementation of mentoring programs. Additional key players include administrators, state legislators, colleges and universities, state department of educations, and other parties involved in education. By working together, these vital elements should be addressed so that it becomes a win-win situation for all.

While many local unions may be new in negotiating the how's, what's and why's of their mentoring programs, much information is readily available to assist them in their journey. Mentoring programs need to be designed based on informed decisions. In this way they have a greater chance of success. Research also needs to be conducted that would investigate the local unions role in these programs.

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With a Little Help From My Friends: A Course Designed for Mentoring Induction-Year Teachers

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Introduction

In the past 20 years, educators have paid increasing attention to the need for mentoring novice teachers within the context of the classroom. This has become a principal component of a number of both state-mandated initial certification programs and preservice teacher training programs (Huling-Austin, 1989a; Huling-Austin, 1989b). Some of this concern can be traced to the stressful nature of teaching which leads to nearly 50% of new teachers leaving education after teaching for seven years or less (Huling-Austin, 1989a). Given the increasingly complex nature of teaching and the demands for accountability by the many stakeholders of schools, including students, their parents, legislators, and business leaders, the stress is not likely to lessen for new teachers. In response, school districts nationwide are designing and delivering various forms of support for their new teachers. However, just because districts say they have a mentoring program in place does not mean that new teachers are provided with the support they need to become successful educators. In criticizing current mentoring programs, Little (1990) stated that many provide assistance but not true mentoring, partially because the mentors do not fully understand their roles. Therefore, to deliver on the promise of mentoring programs, planners must facilitate novice mentors in understanding their roles by providing them with both the requisite knowledge, as well as practical experience, that can help them grow into the complexity required of "real" mentoring (Bey, 1990).

The Legislated Need for Mentoring in Ohio

According to Rule 3301-24-04 of the Ohio Administrative Code for Teacher Education and Licensure Standards, all provisionally-licensed teachers in Ohio will soon be required to successfully complete an entry year program prior to being issued their first professional license. According to the standards, this program will include "a formal program of support, including mentoring to foster professional growth of the individual" (p. 8). Because this standard will be in place in less than three years, districts are beginning now in planning to meet this new demand being placed upon them. They are determining the designs of their mentoring program, how they will select and identify mentors, and how mentors will be trained and supported, in addition to many other concerns. Guidelines are minimal, and the implementation of most decisions remain local concerns. Because education faculty in Ohio have been working on redesigning our own programs for the past 18 months, we are certainly more aware of the ramifications of these standards on new teachers and the districts that hire them. It is because of this knowledge that those of us in higher education can provide a valuable service to local school districts by helping them design mentoring programs that will be contextually-sensitive and meaningful for the teachers who must carry out the job of continuing to support the teachers that we are sending out of teacher preparation programs.

In designing the mentoring program that will be described, several principles helped guide the process. First, it was important to go in as a collaborator rather than director of the program. That meant that it was important that the voices of the teachers, so often acted upon by higher education faculty and institutions, were parties to the design. Second, the delivery of the program must be interactive and meaningful for participants, consistent with the paradigm shift being experienced in staff development. Finally, since this was this district's initial effort at establishing a formal mentoring program, the design must meet the differing needs of novice mentors and induction-year teachers (see Figure 1). The original proposal of the course, therefore, was based upon two equally important principles: 1) that novice mentors must gain skills and knowledge to provide their proteges with substantive feedback within a supportive, non-threatening atmosphere in order to grow into their professional responsibilities; and 2) that current teachers and administrators needed to provide induction-year teachers with information that will promote their "survival" within the culture of the school.

Collaboration Among School—Higher Education Partnerships

In early October of 1998, I was approached by Pat Murphy, the Director of Curriculum and Instruction for the North Royalton City School District in Northeastern Ohio, to do a Pathwise training session for them. They had recently received a Peer Assistance and Review Pilot grant for a planning year to train mentors to support their induction-year teachers beginning in the 1999–2000 school year. As Pat and I spoke, we became aware that there were greater possibilities for designing a professional development program for their teachers than just the two-day workshop for which she had contacted me. Based on our conversations, I offered to draw up a proposal that Pat and the grant review committee, made up mostly of teachers, would consider. Shortly after this initial meeting, I proposed, and the committee accepted, the general outline of a two-graduate-credit course—Mentoring Induction-Year Teachers—as meeting their needs. At that point they called me in to discuss the proposal in more detail.

College and university faculty are often seen as threatening to teachers; certainly they threaten the autonomy of the teach-

ers who were initially trained by faculty from the college. This teacher-learner/expert-novice relationship, a phenomenon in schools that Smith (1983) refers to as "soft-core ignorance" (p. 3), is often perceived by teachers (and projected by professors) even when unintended. Historically, research faculty have tended to treat schools and teachers as **subjects of**, rather than **partners in**, their projects. As such there is often a great deal of "baggage" that must be dealt with before a mutually satisfactory relationship can be established. This was not the situation into which I walked. The teachers and administrators on the committee had a vision of what they wanted to accomplish, but they needed some guidance. After meeting and stating their views and listening to my vision, they took a leap of faith, willingly relinquishing most of the control for the planning of the course based upon our apparent shared visions for both design and delivery. One point upon which we all agreed was that this was a program designed especially for them.

New Roles for Staff Developers

In developing programs designed to meet the needs of individual districts, staff developers, including those of us who teach in higher education, must be willing to explore new roles. To foster meaningful change in educators, staff developers must provide opportunities that "not only . . . affect the knowledge, attitudes and practices of individual teachers, administrators, and other school employees, but it also must alter the cultures and structures of the organizations in which these people work" (Sparks and Hirsh, 1997, pp. 2-3). The change in staff development inherent in this quotation presents itself in different ways of "doing business" for developers. Sparks and Hirsh discuss the implications of this paradigm shift by acknowledging that the practices they describe are currently being used more than traditional methods, and they argue that the most critical consideration is matching learning processes to the goals of the program.

In order to best match the business of staff development with the learning process and goals for this program, we took into account several of the shifts to which Sparks and Hirsh referred. First, the course was delivered on site rather than at the college. Second, the workshops avoided the typical "sit and get" method of staff development and were built upon constructivist principles, providing participants with opportunities to interact with content, presenters, and each other. Finally, the mentoring program itself represents a systemic change for the educators in this district. This requires that individuals at all levels develop new ways of looking at what it means to do their jobs effectively. While the training itself will aid the individual development of participants, ideally it will also provide them with the cognitive orientations to guide the change process as the district takes more responsibility for developing their new teachers and changes their practices in clinical supervision.

The Program

What began in the discussions previously described has turned into a year-long relationship in which teachers, administrators (both central office and building), and higher education faculty from three institutions have come together to collaboratively deliver a two-semester-hour course, Mentoring Induction-Year Teachers, mentioned previously. While the work still continues, the remainder of this paper will present the general format of the course and some of the process in which we engaged as we continued to modify it to meet the needs of the prospective mentors.

Providing Substantive Feedback for the New Teacher

Prior to their first jobs, the experiences of induction-year teachers will be as diverse as the individuals in terms of the support they have been provided. During the student teaching process, however, all of them will have had at least the support of two professionals: their cooperating teachers in the school and their university or college supervisors. Though even the support here may be quite varied, it is more than most new teachers will receive after they sign their first contract and are expected to live up to all of the expectations of a teacher within the building. It is also highly likely that, given the busy-ness of the opening of school, they may not see another professional in their rooms until several weeks or months have passed. Under these circumstances, and with few experiences upon which to base their judgments, it is not surprising that new teachers may not know how they are doing.

In trying to fulfill this responsibility to new teachers, though, a second problem arises. Unless mentors develop the necessary skills and knowledge to provide new teachers with substantive feedback on how they are doing, a mentoring program may do more harm than good (Bendixen-Noe and Giebelhaus, 1997). The mentors, therefore, need to be provided with training and knowledge to understand both the function of mentoring and the process (Head, Reiman, and Thies-Sprinthall, 1992). To do that, we took a two-step approach. First, we provided teachers with a framework, the Pathwise Performance Assessment (Educational Testing Service, 1995), that identifies teaching behavior based upon a researched knowledge base (Dwyer, 1994). After training prospective mentors to use the Pathwise system, we focused on developing skills in cognitive coaching (Costa and Garmston, 1994) that they could use to implement this framework with a protege.

Using Pathwise to Begin a Conversation on Teaching and Learning. As I talked with the teachers who had volunteered to participate in the mentoring program, I discovered something that I suppose I had always known but that the discussion underscored for me: Teachers do not necessarily share a common language that allows them to talk about teaching and learning. Lest this be misinterpreted, let me add that the teachers who participated were all accomplished professionals who could speak eloquently about the teaching and learning that were taking place within their grade level and/or discipline. Most of them had also worked with student teachers previously, so they had some experience in interpreting the subtleties of a classroom with a novice professional. What they lacked, however, was a comfortable way into the conversation about what good teaching looks like. To facilitate these discussions, we chose

the Pathwise Performance Assessment (Educational Testing Service, 1995).

Pathwise is a framework that delineates the characteristics of effective teaching into four domains: planning, creating a learning environment, teaching for student learning, and professionalism. Each of these domains is further broken down into criteria that reflect the effective teaching research knowledge base (Dwyer, 1994). Over the past three years the Ohio Department of Education, in preparation for the previously-mentioned mentoring component of new licensure requirements, has coordinated and facilitated the training of thousands of teachers who have become certified Pathwise observers.

The training consists of two intensive all-day workshops in which teachers learn about the characteristics of the different criteria through readings, direct instruction, collaborative inquiry and general discussion. These activities are designed to assist teachers in constructing an accurate conception of each domain and identifying positive and negative exemplars of teacher and classroom behaviors that indicate a new teacher's skill level under the standards within each domain. In addition to building the knowledge base, over the course of the two days, teachers engage in numerous simulations, by following teachers' sample paper trails under planning and demonstrating professionalism, as well as simulating the observation experience by watching videotapes of lessons. During these videos, the trainees practice gathering the evidence they will need to document teachers' adeptness at creating learning environments and teaching for student learning. They also practice writing summaries that accurately capture the strengths and weaknesses of the teachers' lessons and making suggestions that reflect these same strengths and areas of concern. In the process, the trainees learn about the forms that PRAXIS III assessors will use as they evaluate new teachers for their initial professional licenses.

After they finished the Pathwise training, which was done on consecutive days, the mentors were given three weeks in which to do an observation of another teacher using the framework. Recognizing the amount of paperwork involved and not wanting to put that on their peers, some chose to observe each other. Others decided to collaborate on an observation, having two or three observers enlist one teacher's cooperation. This not only limited the number of teachers that had to be recruited but also allowed the novice observers an opportunity to provide and receive feedback from each other based upon a common source. Regardless of how they did their observations, teachers came back at the end of the three weeks and participated in a debriefing. The session reinforced evidence-gathering procedures and the documentation process, provided further practice in the writing of domain summaries and suggestions, and allowed teachers the opportunity to discuss the process with each other and a certified Pathwise trainer. While this provided a general framework for the meeting, one intent of the debriefing was to model the mentoring process, allowing the concerns of the novice observers to drive the session and providing them with feedback on their own performances as they used the framework for the first time.

Overwhelmingly, teachers commented positively on the concreteness and clarity of the criteria (Salzman, 1999). They reported that Pathwise compelled them to focus on the characteristics identified in the framework as they watched teachers' lessons. In the words of one teacher, the "framework requires you to have **evidence** which takes out any 'bias' you may have. It allows you to be objective." Another teacher, who also cited the objectivity, added: "It also helps the teachers being observed know what things they are doing well." While the structure provided by the framework was cited positively, teachers expressed concern about their ability to accurately document teachers' actions and words under the appropriate criteria. Of course, this is a typical concern of using any newly-learned system or skill and will fade with continued use of the framework. A greater concern of teachers, though, and one that could not be addressed by continued use of Pathwise, was summed up by one who said "There is so much uncertainty about what being a mentor would entail—how I would spend my day, how I would help the mentees . . ." It is this concern that led to the next series of workshops.

Using Cognitive Coaching to Support New Teachers' Development. Prior to their Pathwise observation, not one of the teachers reported having been in a colleague's classroom to observe a teaching episode in the past five years at least. As a group, they indicated they did not feel comfortable entering their colleagues' rooms to watch. For most, the Pathwise observation seemed to shake loose some of that anxiety and provided teachers with a structure to begin to talk with their colleagues about teaching and learning. And with this concern aside, teachers started to focus on the bigger picture of mentoring. In responding at the debriefing session to concerns at this point about being a mentor, one elementary teacher stated: "Would I be able to develop a rapport with the teachers I observe? . . . As a mentor, I want to be a partner in teaching as well as a resource of assistance." This attitude of "partner-ing" provided the ideal starting point for teachers as they acquired the skills and learned processes that would enable them to coach their proteges' development.

The term coaching has been used often to describe a cycle of events, similar to teacher evaluation through clinical supervision, that includes a pre-conference interview, observation of a lesson, and post-conference interview. While there are many models available, we made the decision to use cognitive coaching (Costa and Garmston, 1994), partially because of the resources (Costa and Garmston, 1988; D'Arcangelo and Wurzburg, 1988) available to help novice mentors visualize and simulate the process. We also modified this model somewhat, choosing to add mini-presentations: one on current mentoring research, which was integrated throughout the workshops, so that participants could see how cognitive coaching fits into the mentoring landscape; and one on adult learning theory to sensitize participants to some of the learning needs that their colleagues might have that mentors will need to meet.

Cognitive coaching (Costa and Garmston, 1994) is organized around three major goals: building trust between coach and colleague; facilitating mutual learning; and enhancing

growth toward holonomy, which is described as "individuals acting **autonomously** while simultaneously acting **interdependently** with the group" (p. 3). Teachers began their work toward realizing these goals by participating in two 3-hour workshops. Session one dealt with developing trust-building and questioning skills. Session two provided mentors with practice in responding to and empowering their proteges. Each of the sessions provided participants with exercises, videos, discussions and simulations of coaching experiences. Whenever possible, as facilitator I made explicit connections between the development of these coaching skills and how to use them in conjunction with the Pathwise framework.

Most participants came into the cognitive coaching sessions not knowing exactly to what they would be exposed. They had not necessarily heard of cognitive coaching and, of those who did express an opinion on what they expected, most merely said that they anticipated that they would learn a "method of mentoring" or words to that effect. During the sessions, a number of the teachers stated that the rapport building skills of matching gestures and tone, as well as some of the questioning techniques, seemed like they were "common sense" reminders of things that one normally does with someone with whom one shares a rapport. One of the dynamics that appeared to be taking place during the training was that the participants had all bonded with each other and felt a high level of comfort and trust. That familiarity and comfort, a real positive in most ways, also seemed to make it difficult for some to initially see the usefulness of some of the techniques in the exercises. For instance, the exercises that involved attempts to build trust were difficult for some to take too seriously because the group as a whole had already developed trust among each other. As we processed the various simulations and examples, though, most participants recognized that knowing these techniques would provide them with strategies that should prove helpful to use with someone with whom they have no prior relationship. It appeared that the opportunity to discuss how the strategies could be used in a mentoring relationship seemed to be especially beneficial for most of the prospective mentors.

Though there seemed to be some initial resistance to the "common sense" nature of some of the coaching sessions, afterwards participants cited several components that were meaningful to them. Almost to a person, they identified the trust building skill of paraphrasing and the questioning skill of presupposition as being especially powerful for them to use in working with a new teacher. One participant stated that she had gained a "deeper understanding of the power of language (both verbal and body) in communication between mentor and mentee. Even the simplest statement can be a presupposition and be taken negatively by the recipient." Several others said they appreciated the positive spin that cognitive coaching techniques took on the mentor-protege relationship. One stated that she found that knowing about presuppositions allowed her to go into a mentoring relationship having an "attitude that this is a good teacher and therefore not putting [that person] on the defensive." And, even though many resisted the trust-building exercises as being common sense, the majority of participants also stated that those techniques would be among the ones that they perceived as being of most use to them as they establish their own mentor-protege relationships.

One unplanned and certainly unintended benefit to many of those who went through training was that they saw immediate benefits of the coaching sessions on their own teaching practice with their students. One summarized this position when she said that she thought "many of the strategies (rapport building, presuppositions, etc.) will be helpful to me in my own classroom when working with students and dealing with parents." Echoing that comment, another teacher said she had gained "a better understanding of myself and how I have been relating to [my] students." One other said she would be a "better listener" in both her classroom responsibilities and as a possible mentor. Finally, almost every respondent in their post-coaching feedback said that what they still need to do is to use these techniques and have "time to practice so that [they] become internalized."

Helping the New Teacher Survive

Both the Pathwise framework and the cognitive coaching techniques were perceived by participants as powerful tools for them to use as future mentors. From the proposal and our initial discussions, however, all parties agreed that the capstone component of the course would allow prospective mentors to develop mentoring handbooks. Though this would be the last thing we do, it was one of the pieces of the proposal to which planning committee members responded most enthusiastically. As of the date of submission of this article, teachers had not yet engaged in this process, so it is difficult to determine exactly what form these documents will take. However, based on nearly ten years of developing mentoring programs, Bercik (1998) offers a number of suggestions that will guide this process. First, she suggests that handbooks need to be sensitive to the culture of the school. Because of this, it is probable that each school's mentoring handbook will likely look different. Currently teachers are brainstorming ideas for items and information that they may include, and they appear to be settling on handbooks that contain two sections: 1) a section that describes the mentoring program in general terms, explaining the roles and responsibilities of both mentors and induction-year teachers; and 2) a section devoted to the individual school. This latter section may include information about the school and district and/or lists of resources and expertise of individuals on staff and in the community. It could also be used to collect forms (e.g., IEPs, media requests) and assemble information (e.g., protocols for field trips or accessing a materials budget) that new teachers will find helpful and/or necessary to know in order to concentrate more fully on their planning and teaching.

As teachers are engaging in the series of workshops designed to prepare them for their mentoring roles, they are gathering documents, considering the information they want to include, and formulating mission and policy statements. The final scheduled meeting of the course is a work session that will allow teachers to begin to compile and format the materials on which they are working. Teachers recognize that they cannot anticipate everything that a new teacher will need but they are looking to have a document that can ease the transition for their

newly-hired peers. They also recognize that this handbook is a dynamic and fluid document that will continue to grow as the program grows.

Summary

Ringo Starr sang that he could get by "with a little help from [his] friends," and that is what new teachers are asking of their mentors as they begin the difficult task of being inducted into the teaching profession. New mentors will probably be asking the same question, especially as they work to overcome their own anxieties about the awesome and uncomfortable task of coaching their peers' development as teachers. Certainly that is the refrain I sang as I embarked on this odyssey, and I was fortunate that old friends and new stepped forward to help me, collaborating with me as we designed a program intent on helping good teachers mentor their colleagues into being good teachers, too.

It is naive to think that in the course of 30 contact hours that novice mentors will come away as fully-functioning super mentors, capable of leaping tall stacks of curriculum guides in a single bound. Also, as this is still a work in progress, there is much work yet to be done. The beginning, however, is encouraging for all involved. District personnel, especially the teachers who will be on the front line of the mentoring process, have had opportunities to shape the design of the program. To this point, the teachers in North Royalton have interacted in significant ways with the concept of mentoring and looked at teaching and learning through the lens of the Pathwise framework. They have also considered how they will use the techniques provided by cognitive coaching to empower their proteges as these new teachers develop into self-directed and autonomous teachers in their own rights. As of this writing, they were preparing to write and compile the document that will guide, and upon which they will begin to measure the success of, their initial efforts. They recognize that this is their starting point. Though none of us can yet anticipate the future needs of the participants, teachers can build on this effort as they search for the external and internal sources of assistance that can lead to significant changes in the districts' support for new teachers.

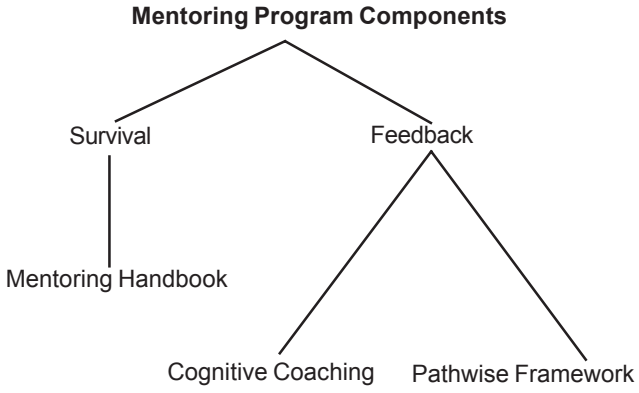

Figure 1. Guiding Principles for Planning a Mentoring Program

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Extending the Vision: Mentoring Through University-School Partnerships

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To bring about student achievement, school improvement and educational reform must be coupled with teacher development (Holmes, 1995; Sykes, 1996; Wilson, et al., 1996). Universities that are in the business of teacher training must be willing to actively engage in programs that significantly impact teacher development by becoming pro-active, taking on "leadership roles", promoting and providing professional development programs and making opportunities available for lifelong learning (Ishler and Edens, 1993). Teachers, administrators, university faculty, and prospective teachers must have firsthand experience with new and "reconceptualized" notions of teaching and learning to meet the needs of our ever-changing K-12 population (Goodlad, 1990) and the increased demand for classroom accountability. One means of accomplishing these notions is through the use of a well-defined mentoring program.

Background

Over the past two decades, the national rhetoric has focused on educational reform and improvement generally. This has created a climate where innovations, risk-taking, and experimentation have been encouraged. In states like Ohio, Kentucky, Connecticut, and Indiana such innovation has been promoted through state and federal money, new teacher education licensure standards, and performance-based assessment of teachers and teacher education programs. During the late 1980s, the Ohio Department of Education began to focus on the needs of entry-year teachers as part of the broader goal to provide "continual collegial support, feedback, and assistance essential for further (professional) growth" of teachers (ODE, 1990, p. IV). The establishment of university/school partnerships and mentoring has grown in this climate. In fact, the funding for competitive grants is contingent upon school district/university collaboration and the establishment of district mentoring programs. Tomorrow's Teachers (1986) called for working relationships between schools and universities to assure the public of well-educated teachers. This collaboration was intended to establish school sites as clinical and laboratory experiences for in-service and pre-service teachers alike (Cruickshank, et al., 1996).

Often, teacher education institutions examine the possibilities of establishing collaborative partnerships with local school districts to meet the needs of initial certification. Similarly, school districts are interested in higher education institutions willing to provide the professional growth, development, and support opportunities for experienced and entry-year teachers (Zetlin and MacLeod, 1995). When leadership in program development promotes true collaborative university/school partnerships and mentoring programs, an avenue opens for teacher education, research, and school improvement. Change occurs as those involved have opportunities to discuss, interact, and directly observe the impact of innovative teaching strategies.

This article presents a case study of the development of an award winning university/ school partnership—the core being teacher development through mentoring. The partnership gives ample opportunities for professional development and growth for practicing teachers and cultivates effective field placement sites for the professional development of future teachers. The focus of this collaborative partnership centers on teachers by helping them to reach their full potential through mentoring and research driven teaching strategies. This partnership has grown along with technology as the distance learning component has been added to the learning cycle.

The Vision

The conceptualization of this partnership came about after the hiring of a new superintendent in 1993. He spoke about a vision where "bus loads of university students arrive at our schools." This vision gained definition as discussions were initiated with the Dean of the School of Education at a private mid-western university. From these discussions the vision became a reality.

Phase I

As the university was approached by the school district, both saw the potential for a partnership to address their needs. The first phase of this partnership was based upon a mutually beneficial relationship. Pre-service teachers were assigned to schools within the district and university faculty conducted workshops. The first series of workshops dealt with "mentor/supervision" training and writing strategies promoting student achievement. The mentoring workshop focused on general principles and practices of effective supervision (i.e. the clinical model, observation strategies, and conferencing techniques). During the second session of mentor training, a new framework was introduced known as the PATHWISE Model of Assessment (Dwyer, 1994). This framework was implemented due to a new state initiative:

the piloting of this model for probable statewide adoption as Ohio moved to state licensure for teachers.

At the same time a multi-session workshop addressing writing at the middle school level was offered to language arts teachers. This workshop series provided participants with opportunities to learn about the theory, talk with other teachers from within the school districts, and develop implementation plans for their own classrooms.

Phase II

The next step in the involvement was the mentoring process for non-tenured and first-year teachers. The school district recognized that their mentoring program was not meeting the needs of their first-year teachers. Like most school districts, first year teachers were supported by a "rules and regulations" approach to mentoring. Prior to 1993, the school district was hiring only a handful of teachers. Since that time, the numbers have increased to an average of 29 teachers per year with the expectation that as the "boomers" retire and the district grows—more will be hired. The reality that by the year 2000, three fourths of the teaching staff (250) would have less than 5 years experience prompted investigation into the further development of the cooperating teacher/mentoring training program already in place.

The university and district decided to pilot, a "clinical mentoring program". This involved a paradigm shift for administrators and cooperating teachers as well as university supervisors. Formerly, the cooperating teacher/student teacher relationship could be described as a "spectator sport"; what the university and the school district administration proposed was that the relationship be more collegial such as that of a "team". It is generally understood that the success of a program is based upon the individuals (host school and its teachers) fully understanding the mission of the teacher education program and the roles and responsibilities of those most directly involved—the student teacher and cooperating teacher. The conversation of mentoring was revisited with each stakeholder understanding his/her role in this new adventure. Even with this conversation the notion of "clinical mentoring" was still misunderstood. The teacher's association representative expressed dissatisfaction with the plan. Basically two concerns were noted: teachers were paid to teach and assurance of quality control.

The university liaison worked closely with the school district and engaged mentors in workshops that promoted the new philosophy. It was found that the administrators wanted to be involved in this training and actively participated in the sessions. Through these sessions, cooperating teachers realized that classroom teaching could only be enhanced with the addition of this clinical mentoring program where a veteran teacher and a novice teacher work side-by-side with a common goal—student achievement.

Teachers involved in the clinical mentoring training program realized this model was unique. The focus was on communication. Participating teachers were introduced to the healthy triad relationship where university supervisor, mentor (cooperating teacher), and the student teacher work as a team to improve teaching and learning. In such a relationshjp communication is open, responsive, and ongoing. In this model, the triad is not a hierarchy, but rather a team supporting the professional development of the student teacher. The clinical mentor training program gives teachers the tools to effectively communicate with the preservice teacher. It teaches the mentor not only the roles and responsibilities of supervision, but how to collect data , and how to give effective feedback, both positive and negative.

The mentors meet monthly to discuss concerns, research new teaching techniques, and agree on common procedures and initial expectations. The Lead Mentors, one representative from each of the buildings, planned workshops for entry-year teachers based on the input given to them by the mentors and mentees.

An unexpected development from the university/school partnership was the school district's desire to examine and develop a research-based teacher assessment process that included an active, empowering role for the teacher. The model they selected and piloted with assistance from teachers' union was performance based and addressed the criteria used in the mentor process as a framework for the assessment. This created a uniform language about teaching and learning for the whole staff as well as the mentor/mentee group.

Phase III

The third year found the university moving from one professor's involvement to a team of four professors. Each individual on the team represented a specific content specialty where the faculty members could work with specific age groups in the schools: primary, special education, middle school, and high school. Using the same team concept the cooperating teachers (mentors) and university faculty met bimonthly to discuss pre-service teachers, partnership, roles, expectations, and improvements to the program. Cooperating teachers' roles had expanded to and were viewed as adjunct faculty who took active roles in decision-making and leadership. The team worked not only as supervisors, but also as co-teachers. The clinical educators taught with the university faculty on campus, or on-site. The pre-service teachers believed they were receiving the best of both worlds, "We're hearing "how to" in our methods classes, but the clinical educator shows us the "HOW." The link from theory to practice was found to be stronger because both professor and clinical educator were reinforcing the same concepts and were speaking the same language. Classes were revised following the input from clinical educators and a closer, stronger trust bond was beginning to develop.

At the end of this phase a "renegotiation of needs" became apparent in order to enhance the program's effectiveness. To expand the role of our clinical educators, certain issues had to be discussed. The traditional model of having them come to the university campus to teach was not fea-

sible. Time and parking constraints imposed problems greater than we could handle. The question, "Where do we go from here?", surfaced.

Phase IV

The university and the school district were both committed to this partnership, but the few glitches encountered became major stumbling blocks. An opportunity presented itself in the form of grant monies for wiring and distant learning equipment. This opened a new world and vision for the partnership. At the initial meeting it was decided by the group in attendance: administrators, teachers, and university personnel to pilot the idea of distance learning. Distance learning would allow the classroom teachers to be co-teachers without worrying about time releases, substitutes, parking, or travel. It was decided that four teleconferences would be held the first semester of the pilot. The grant monies received for the distance learning made it possible for the pilot to see how the "virtual classroom experience" would work. Once again the clinical educator became a critical part of the College of Education, making a seamless pedagogical link for students in teacher education.

The first teleconference met the definition of a video conference as defined by VanHorn (1999), a discussion between groups to solve a problem. This brainstorming session between the co-teachers from the district and the university team members occurred via teleconference. Ideas were discussed on how this new strategy would be used and implemented in to the general methods class. A time and date for the first session was discussed and much enthusiasm was generated with the possibilities set before the group.

The second teleconference involved the co-teacher on-site and the university faculty member on campus. The topic discussed was "Professionalism" taken from Domain D of the Pathwise framework (ETS, 1994). The equipment used was a two-way video and audio transmitter that allow students to be seen and to interact with the co-teacher. In most distance learning situations the format is a one-way video and a two-way audio thus limiting the interaction between the teacher and student (Malone, et al., 1998). With the two-way video teacher and students were able to observe each other's nonverbals and interact in a conversation manner. The university students' responses to this class were very positive.

Following the class, students' responses were recorded in a reflective journal. Students were instructed to write their impressions of the class, suggestions for future use, and effectiveness of deliverance. Student's responses were aligned with Kirkpatick's (1994) assessment model for evaluating training programs. The model looks at four areas: motivation (like it), learning (learn it), application (use it), and results (pay off). From the 48 responses, 100% of the responses were positive about the class (motivation), 90% rated the means of deliverance as being very effective (learning and results), and 75% gave suggestions for future use (application). Two major themes emerged from the journals: enthusiasm for use and future application. Student comments ranged from, "When do we get to do this again?" to "Did you rehearse your answers?". This second comment was made as a reaction to an affirmation by the clinical educator to an in-class discussion in a methods class the previous day. When theory is validated by practice (by the mentor teacher), students are more likely to accept the theory.

One annoying component of the system was the delayed response of two seconds following each comment. This technical difficulty is a problem when the connectors being at different levels. The university system is now being updated to be more compatible with the school district's system.

The third distance learning experience consisted of the university methods' instructors (three on-campus and two on-site), cooperating teachers (on-site), and students (on-campus) meeting to discuss the upcoming field experience. This was an opportunity for all of us to meet and learn more about the roles and expectations set by the participants in the program. The cooperating teachers (mentors) involved in the first teleconference session were very positive about the experience: however cooperating teachers (mentors) who did not participate in the first session, felt that this experience was a waste of their time and that nothing was accomplished. This attitude is supported by the literature suggesting that teachers and learners must possess a degree of confidence and comfort with technology in order for distance learning to be viewed as successful (Nay, et al., 1998). The methods' instructors who participated in the initial conference felt that this was a good introduction to the teachers and school prior to their visit. The students enjoyed the opportunity of meeting and talking to their cooperating teachers. They had opportunity to find out information about their class and teacher prior to entering the school as well as share information about themselves.

The fourth teleconference did not work as planned. The plan was to have an integrated language arts methods class visit via video conferencing an English classroom at the partner school. University students were to observe the co-teacher teaching and interactions with high school students so that a discussion could occur later with that teacher and the university students. The idea was to incorporate an actual classroom scenario into the specific methods class on-campus.

When methods classes incorporate actual classroom scenarios into their discussions, a clinical faculty is created within our public education system and completes the learning circle by providing a real frame of reference. As methods professors introduce theoretical frameworks, clinical educators open their classrooms to the pre-service student via distance learning, creating the discourse for application and transfer of learning. Pre-service teachers are presented the opportunities to discuss procedure with mentor teachers as well as the student in the classroom. This supports what we already know about problem-based learning and the reasons behind its effectiveness. Video capability brings a

much-needed clinical experience to the pre-service teacher with the end result being a community of learners—teachers, professors, pre-service teachers, administrators—working simultaneously to improve student achievement.

The aforementioned paragraph was the plan and the rationale, but following is the reality. The equipment could not make the necessary link for whatever reason. We know that failures in technology are part of the struggles of using and integrating new approaches with traditional approaches. So, Plan B was implemented whereby the teacher videotaped his class and later the method's class viewed the tape followed by discussion with the teacher. This was a wonderful learning experience for all. Even though, it appeared that everything needed to make the connections was complete, there are times when technology simply fails. This was an opportunity to demonstrate to the pre-service teachers that though technology can be an integral component of the educational process and that technical skill and awareness are essential, one always needs to have a plan B.

Benefits

Beneficiaries of the partnership are many. For the school district the needs of entry-year teachers as they make the transition from college to the demands of full-time teaching are addressed by developing a core of trained peer mentors. These mentors know and understand the roles and responsibilities of mentoring and support during this critical transitional period. These same mentors are also prepared to assist pre-service teachers as they struggle to make connections between the theory of college course work and the practice of teaching in a heterogeneous classroom. The experienced teacher who desires advanced certification, an expanded professional role, and/or the acquisition of new instructional strategies also has opportunities to participate in one of several workshop series at their school site. By enhancing the teaching of both current and prospective teachers providing them with the knowledge, skills, and support necessary to work with the changing and diverse population of students in our schools, increased student achievement and performance results.

For the university, the clinical mentor training has resulted in a core of trained teacher mentors at all grade levels and across disciplines who have the knowledge and skill to work with both pre-service and entry-year teachers. The placement of pre-service student teachers with trained mentors whose method of supervision includes a supportive, collaborative, team approach to teaching the children in their classes enhances the learning of both the children and teachers. Opportunities for using innovative practice (e.g. learning stations, role play, cooperative groups, and simulations) enhancing student achievement within various disciplines result. These prospective teachers, students in special methods classes, benefit from working with trained teachers who give them effective and appropriate feedback. (Giebelhaus and Bowman, 1996)

Finally, relationship between the schools and university is enhanced. Collaboration and communication is increased. Cooperating teachers can become adjunct university faculty which adds the "practitioner" component to the theory-to-practice model. By utilizing trained mentor/cooperating teachers, universities can save money. Although trained mentor/cooperating teacher for the University of Dayton are given a larger stipend than those who are untrained, the university does not need to hire adjunct university supervisors who are less visible and often much less familiar with the goals and mission of the teacher education program. Finally, university faculty have a viable, responsive venue for naturalistic research.

Conclusion

This model promotes active engagement of teachers with teachers, teachers with university faculty and teachers with preservice teachers. The potential offered through the use of technology can only enhance the partnership bringing real classrooms to university classrooms. The limits of our partnership can only be constrained by the limits of our vision.

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Conference Registration and Hotel Reservation

Attending MWERA—99 begins with a two-step process: registering for the conference and reserving a room at the hotel. These two steps require the completion of two different forms, mailed to two different locations, with different information needed and deposits. **DO NOT SEND YOUR CONFERENCE REGISTRATION TO THE HOTEL, OR SEND YOUR HOTEL RESERVATION IN WITH YOUR CONFERENCE REGISTRATION!** This can delay your registration/reservation, or result in your not being registered for the conference and/or not having a place to stay in Chicago.

Pre-Registration vs. On-Site Registration

MWERA allows both pre-registration and on-site registration; however, for the following reasons, pre-registration is strongly encouraged. Pre-registrants have first opportunity to enroll in Workshops, to purchase Materials, and to attend the catered Luncheon on Friday. Pre-registration is also less expensive! To pre-register for the 1999 Annual Meeting you must complete the form on the following page and return it, with your check or money order for payment in full, to Jean W. Pierce, MWERA's Executive Officer.

Pre-registrations must be postmarked by September 24th to qualify for the reduced rates!

On-site registration will be available at the registration desk on the 14th Floor of the Holiday Inn Mart Plaza beginning at 1:00 pm on Wednesday, October 13th and continuing though 5:00pm on Friday, October 15th.

The dates of our conference (October 13–16, 1999) are very busy ones in the city of Chicago, with several conventions and activities all going on at the same time. Hotel space will be tight, if not completely unavailable, to those who do not have confirmed reservations. Our convention hotel, the Holiday Inn Mart Plaza, is holding a block of rooms for MWERA—99 attendees; however, they will only hold these rooms until September 24th! To ensure that you have a place to stay please make your reservations with the hotel early, since once these rooms are gone we cannot guarantee housing anywhere in downtown.

Conference Registration and Hotel Reservation forms can be found on pages 39 and 40.

A Letter From the Editors

It has been a great delight and challenge for us to serve as co-editors of the Mid-Western Educational Researcher for the past three years. We started off with lofty goals and some general notions of how to maintain the high standards of the journal and, as we reflect back on our editorship, are pleased with the direction which the journal has taken. It has been a joy to work with an active editorial board which has freely shared suggestions and new directions, which we've endeavored to carry out.

Allow us to summarize for you what we feel have been major accomplishments of the past three years for the journal, and for us as editors.

- Reduced the average manuscript review time from 17 weeks to 13 weeks. There's still room for improvement, but we're headed in the right direction for quick manuscript turnaround!
- Established a cycle of issues that reflects the nature of MWERA. That is, the Winter issue is devoted solely to conference addresses and papers, informal photographs, and conference-related briefs from the president and conference chair. The Spring and Autumn issues present refereed research manuscripts from across the divisions of MWERA. On alternate years, the Autumn issue focuses on a special, timely topic and is organized by a guest editor. The Summer issue provides the conference program.
- Initiated a feedback program for reviewers. In conjunction with the MWERA commitment to the professional development of its graduate student and faculty members, blind copies of reviews and the ultimate editorial decision regarding manuscripts are shared with reviewers. This enables reviewers to see how others rated and commented on a manuscript with which they were involved and to polish their skills and approaches to manuscript review.
- Set up a rotation schedule for the editorial advisory board. To provide continuity to the editorial board of the journal, membership was staggered so that one third of the board rotates off each year, and two thirds continues. This has provided more balance across divisions, mentoring and training in board responsibility for new members, and kept the group young and lively!

With this, the Autumn issue, our term as co-editors expires. We will serve in an advisory capacity to the new editorial team for one year as they become established and set their own goals for the journal to reflect the evolution of MWERA.

Who is the new editorial team? It's a "dynamic duo," both who have been highly active and visible in MWERA over the years. Mary Bendixen-Noe is assistant professor at The Ohio State University at Newark. Mary will manage the review of manuscripts and the logistics of publication and mailing of the journal. Kim K. Metcalf, past president of MWERA, is associate professor at Indiana University. Kim will oversee the production of the journal and assist with reviews in his area of expertise.

While there is a backlog of manuscripts ready for publication which we will pass along to the new editorial team, this is a great time for you to dust off the old computer and retool your conference paper into a publishable manuscript. It's also a good time to break into publishing by offering to serve as a reviewer of manuscripts.

Guidelines for submitting your manuscript are found elsewhere in this issue. Please send your manuscript to Mary Bendixen-Noe. Better yet, go up and introduce yourself to her and Kim during this year's conference. One of the highlights for us as editors has been to meet so many of you and to become familiar with your research efforts. You have been supportive, patient, and encouraging...and have made the past three years a pleasure for us to serve both you and the organization.

Thanks to all of you for your help and support!

Sincerely,

Deborah L. Bainer

Gene A. Kramer

Richard M. Smith

MWERA-99 Conference Registration Form

October 13 – 16, 1999 – Holiday Inn Mart Plaza, Chicago, IL

Your Name: _____
(First Name) (Middle Initial) (Last Name)

Affiliation: _____

Mailing Address: _____

_____

Office Phone: ( ) _____ FAX: ( ) _____

Home Phone: ( ) Email: _____

Highest Degree: _____ Institution Awarding Degree: _____

MWERA Division Preference: _____ Area of Specialization: _____

Is this your first MWERA conference? ❑ **Yes** ❑ **No**

If YES, how did you learn about MWERA? _____

Workshop Registration

Advance registration for workshops is strongly encouraged. All workshops are subject to cancellation for insufficient registration, and are open to on-site and same-day registration on a space-permitting basis only.

❑ W.1510.AH	**No Fee**
❑ T.1030.ST	**No Fee**
❑ F.1510.LH	**No Fee**
❑ F.1610.AH	**No Fee**
❑ S.0800.AH	**No Fee**

Meeting Registration	**By 09/24/99**	**After 09/24/99**
MWERA Member	$45.00	$55.00
Non-Member	$50.00	$60.00
Student member (see note below)	$30.00	$35.00
Attending Luncheon Only	$25.00	$28.00

TOTAL Registration Fee Enclosed: _____

Membership Dues	**Regular**	**Student**
1999 Membership (see note below)	$25.00	$15.00
2000 Membership	$25.00	$15.00
Life Membership	$250.00	

TOTAL Membership Dues Enclosed: _____

MWERA-99 Materials	**Cost per**	**Qty**	**Total**
MWERA Membership Directory	$8.00	_____	_____
MWERA-99 Program Abstracts	$6.00	_____	_____

TOTAL Materials Costs Enclosed: _____

TOTAL AMOUNT ENCLOSED: _____

The Friday Luncheon is included in the Registration Fee. Please help us plan for the correct number of attendees!

Will you be attending the Friday Luncheon? ❑ **Yes** ❑ **No**

Will you require a special menu? ❑ **Yes** ❑ **No** If YES, please describe:_____

Will you be staying at the Holiday Inn Hotel? ❑ **Yes** ❑ **No** If YES, which nights (circle) **Tue Wed Thu Fri Sat**

Make your check or money order payable to "**MWERA.**" **Register before September 24, 1999 to receive the lowest conference rates!** Persons applying for Student membership must provide proof of student status (copy of a current student ID or registration or letter from advisor). All presenters must register for the meeting and be a current (1999) member of the Association. New presenters may join using this registration.

Mail completed form and payment to:

Dr. Jean Pierce
Northern Illinois University
Department EPCSE
DeKalb, IL 60115

Holiday Inn Mart Plaza Hotel Reservation Form

Mid-Western Educational Research Association Meeting

October 13 – 16, 1999

Your Name: _____
(First Name) (Middle Initial) (Last Name)

Company: _____

Mailing Address: _____

_____

Day Telephone: ( ) _____

Accommodations Requested

Arrival Date: ___ / ___ / ___
Departure Date: ___ / ___ / ___
Bed Type: ❑ Single (1 King) ❑ Double (2 Doubles)
Smoking Preference: ❑ Smoking ❑ Non-Smoking
Number of People: ❑ Single ($125.00 / night)
❑ Double ($140.00 / night)
❑ Triple ($155.00 / night)
❑ Quad ($170.00 / night)
Name(s) of Roommate(s) (if any): _____
Special Needs: _____

To confirm your reservation, the hotel requires a first nights deposit or a credit card guarantee.

Method of Payment

❑ Check or Money Order

❑ Credit Card (Indicate card): ❑ MasterCard ❑ Visa ❑ American Express ❑ Discover ❑ Diners Club

Credit Card Number: _____

Name on Credit Card: _____

Expiration Date: _____

Signature: _____

You must cancel this reservation prior to 6:00pm on your expected date of arrival to avoid billing on your credit card for the first night's room and tax or the loss of your deposit. The above rates do not include state and local taxes. Automobile parking (non-valet) is available at the hotel for an additional $12 per day (plus taxes) for registered hotel guests. Check in time is 3:00pm; check out time is Noon. On site luggage storage is available for early arrival and late check out. **The above group rates are only guaranteed until SEPTEMBER 24, 1999!**

Mail FAX, or telephone completed form and deposit information to:

Holiday Inn Mart Plaza
350 North Orleans
Chicago, IL 60654
(312) 836-5000
FAX: (312) 222-9508