DOCUMENT RESUME

ED 329 520 SP 032 904

AUTHOR Reiman, Alan J.; Edelfelt, Roy A.
TITLE School-Based Mentoring Programs. Untangling the Tensions between Theory and Practice. Research Report 90-7.
INSTITUTION North Carolina State Univ., Raleigh. Dept. of Curriculum and Instruction.
PUB DATE Jul 90
NOTE 29p.; For related document, see SP 032 903.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Interviews; *Mentors; *Program Effectiveness; Program Evaluation; Program Improvement; *Teacher Attitudes; Time Management

ABSTRACT

This paper describes the contextual dimensions of eight school sites that ameliorate or restrain relationships between mentor and novice teachers. Interview data from 23 mentors, 16 novice teachers, and 8 principals suggest 5 contextual themes that ameliorate or restrain an effective induction for novice teachers: (1) early experiences; (2) dispositions toward induction; (3) leadership; (4) time and organization; and (5) interpersonal dynamics. A discussion of each of the themes as drawn from the interview data is presented. The final section contains recommendations designed to assist teacher educators, policymakers, and school personnel in questioning the structure and the content of programs that will prepare novice teachers for a career in education. Appendixes include the Professional Development Plan evaluation form, Course Materials for University-Based Mentor Training, and a Hunt Paragraph Completion Inventory. (JD)

Research Report 90-7

SCHOOL-BASED MENTORING PROGRAMS

Untangling the Tensions Between Theory and Practice

Alan J. Reiman
Roy A. Edelfelt

Department of Curriculum and Instruction
North Carolina State University

Research Report 90-7

SCHOOL-BASED MENTORING PROGRAMS

Untangling the Tensions Between Theory and Practice

Alan J. Reiman
Clinical Assistant Professor
Department of Curriculum and Instruction
College of Education and Psychology
North Carolina State University

and

Roy A. Edelfelt
Clinical Professor
School of Education
University of North Carolina at Chapel Hill

July 1990

Abstract

This paper describes the contextual dimensions of eight school sites that ameliorate or restrain relationships between mentor and novice teachers. The final section contains recommendations designed to assist teacher educators, policy makers, and school personnel in questioning the structure and the content of programs that will prepare novice teachers for a career in education.

Small Grants School-Based Research Program

The study reported in this document was sponsored in part by the Small Grants School-Based Research Program. Created in 1988 by the North Carolina General Assembly, the program is designed to facilitate collaborative research on significant problems in public schools. Emphasis is given to research that improves instructional practice and develops more effective support programs. Funds for the program, administered by North Carolina State University, are made available by the Board of Governors of the University of North Carolina.

The authors express their thanks to the following educators, who facilitated the study:

Joan Michael, dean, College of Education and Psychology, NCSU

Cathy Crossland, chair, Department of Curriculum and Instruction, NCSU

Lois Thies-Sprinthall, Department of Curriculum and Instruction, NCSU

Jerry West, superintendent, and *Ada Dunson*, staff development coordinator, Durham County Public Schools

Tom Houlihan, superintendent, and *Robert Howell*, staff development director, Granville County Public Schools

Donny Hunter, superintendent, and *Tom Harvley-Felder*, secondary education director, Lee County Schools

Cecil Stroud, superintendent, and *Robert Raines*, staff development director, Nash County Schools

Bob Wentz, superintendent, and *Buddy Fox*, staff development director, Wake County Public Schools

John Thompson, superintendent, and *Princine Jeffries*, director of personnel, Warren County Schools

Howard Maniloff, superintendent, and *Fred Owens*, staff development director, Vance County Schools.

A special thank you is extended to the principals, the mentors, and the novice teachers who participated in the study. Without their support and disclosures, this research would not have been possible.

School-Based Mentoring Programs

Untangling the Tensions Between Theory and Practice

Alan J. Reiman
Roy A. Edelfelt

As recently as 1983 there was almost no research occurring on mentoring in teacher induction. Yet policy interest in teacher induction and mentoring has been increasing dramatically (Elmore, 1989), and numerous state and local induction programs have been implemented. Evaluation of these programs is sorely needed.

The year-long study reported in this paper is one of the first to examine the outcomes of a rigorous program to train mentor teachers. The study focused on assistance to beginning teachers at eight school sites. The findings provide ample evidence to support the continuation of these induction programs: Significant personal and professional growth occurred for beginners and mentors. The findings also point the way for needed improvements: The programs could be much more significant if attention was given to the data the study reveals.

Clearly the experienced teachers who served as mentors believed that long-term mentor training contributed to a quality induction program for novice teachers. Further they attested that discussion of novice teachers' concerns, instructional feedback, and other support that they provided to beginners served to alleviate some of the strain and the pressure of induction into teaching. As one novice teacher put it,

> My mentor makes herself available at all times. I haven't had to go in there and disturb her class, but in the afternoon I feel free, I know I can go talk to her about anything that occurred within the course of the day. (Billie—Novice I, p. 11)[1]

Yet the novice teachers found that their initial enthusiasm and the presence of a trained mentor were not sufficient to meet the chal-

[1]All informants' names are pseudonyms. Quotes are further identified by the type of source (novice, mentor, or principal), the time of the interview from which they were taken (*I* signifies a fall 1989 interview, *II* a spring 1990 interview), and the page number on which they appear in the typed transcript.

lenges of teaching. As they started their new roles, beginning teachers became increasingly aware that there was much to learn beyond the knowledge and the skill they had gained in their college preparation. Unfortunately the malaise and the uncertainty were only moderately relieved by the support and assistance that they received.

Rationale

The study warrants the attention of teacher educators and policy makers for five reasons:

1. The role of veteran teachers as mentors in helping novice teachers develop personally and professionally is the subject of much discussion in education, particularly today as policy makers, teacher educators, and local education agencies attempt to improve the quality of teaching and learning in the United States. A greater understanding of the significance of this role is needed.
2. The legislature in North Carolina has mandated assistance to and assessment of teachers during their first two years. The program is known as the Initial Certification Program (ICP). A preliminary survey was conducted in 1988–89 to appraise the level of awareness of that program. Still needed are descriptions of assistance as it occurs in the mentor's work with the beginner. A study of induction outcomes in the school context offers a unique opportunity to explore further the kinds of support provided to beginning teachers. It also makes possible determining the distance between rhetoric and reality.
3. Lack of support during the early years of teaching leads to attrition among teachers. Estimates are that 30 percent of beginning teachers leave the profession during the first two years. This loss is particularly distressing because the most academically skilled teachers leave the profession in the greatest numbers (Schlechty & Vance, 1981). Veenman (1984) reports the litany of troubles experienced by new teachers.
4. Beginning teachers, in attempting to contend with the difficulties of getting started, often develop coping strategies that impede effective teaching. These ineffective practices can imprint themselves indelibly on the career of a teacher. The problems that beginning teachers encounter deserve attention as the issue of how better to prepare teachers during induction is addressed.
5. Attempts to understand induction should recognize the importance of context. Zeichner (1982) has demonstrated the importance of examining the influence of the school on the performance of the novice teacher. Unfortunately studies have been limited by small samples, involvement of successful mentor-novice pairs only, a focus on the early stages of program implementation, little variation in contextual features, rare observation of mentors' actual work, a scarcity of longitu-

dinal designs, and rare representation of novice teachers' and principals' perspectives (Little, 1990). Additionally virtually no studies assess the contributions of training to mentors' actual performance (Little, 1990). Improvements in research design and procedures can rectify some of these methodological problems and provide better information to teacher educators and policy makers.

Background of the Study

Recently the induction of novice teachers has received much attention from researchers and policy makers.

Emerging Knowledge Base

A knowledge base is emerging that includes a number of national reports—for example, *NCATE Redesign* (NCATE, 1985), the Holmes Group report (1986), the Carnegie Forum report (1986), and the Association of Teacher Education monographs, *Teacher Induction: A New Beginning* (Brooks, 1987) and *Assisting the Beginning Teacher* (Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989). Each of these reports recommends a guided induction phase for beginning teachers.

Further, no fewer than six education journals have devoted entire issues to the topic of induction, among them the *Journal of Teacher Education* (January-February 1986) and *Theory into Practice* (Summer 1988). The Fall 1990 *Journal of Staff Development* will be devoted to recent research, program implementation, and collaboration in teacher induction programs.

Also, there is a growing body of literature and research related to induction and mentoring. It includes research on novice teachers' needs (Galvez-Hjornevik, 1986; Gray & Gray, 1985; Huling-Austin, 1988; Thies-Sprinthall, 1986), cognition and pedagogical decision making (Berliner & Carter, 1986; Clark & Peterson, 1986), instructional coaching between peer teachers (Joyce & Showers, 1982; Showers, 1985), adult maturation (Daloz, 1986; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Sprinthall & Thies-Sprinthall, 1983), mentor-novice relationships as a social phenomenon (Little, 1990; Zeichner & Gore, 1990), and reflection and perspective taking (Reiman, 1988; Selman, 1980; Schon, 1987).

State Legislation

Yet another sign of the surging interest in induction is legislation at the state level. Data compiled by the American Association of Colleges for Teacher Education in December 1987 (Neuweiler, 1987) identified only three states that reported no activity at the state level related to teacher induction. In general, the states and the districts that have implemented induction programs have largely ignored issues related to criteria for selection of mentors and have provided only brief and episodic training for mentor candidates.

North Carolina enacted legislation in 1978 designed as a beginning step toward corrective action. The Quality Assurance Plan (QAP)

legislation mandates support for and evaluation of all teachers in their first two years of experience.

An important outgrowth of the QAP is the North Carolina Initial Certification Program (ICP), which was implemented in the 1985–86 academic year. It is designed to offer the mandated assistance to new teachers and conduct the required assessment of them during their first two years of employment. At the end of the two years, a decision is made to grant or deny continuing certification to an employee. Each local education agency (LEA) develops its own ICP plan. The plan includes the following major components: a formal orientation to the school system and to the state's Teacher Performance Appraisal System (TPAI); assignment of a trained mentor and/or support team; and preparation of a Professional Development Plan (PDP) containing specific goals for the improvement of teaching performance and a means of assessing the results of the plan (see Appendix A).

Toward a New Theory of Developmental Supervision

The mentor training mandated by North Carolina involves 24 hours of exposure to supervision or a university-designed 90-hour course in theory and practice of developmental supervision (see Appendix B). The state of the art in supervision, whether practiced by a cooperating teacher, a mentor, or a higher education faculty member, has not changed much since the introduction of the clinical model in the 1970s by Cogan (1973), Goldhammer (1969), Mosher and Purpel (1972), and others. An important aspect of the study reported here was its assessment of a new set of concepts and methods for developmental supervision.

Recent work in creating and applying cognitive-developmental approaches may provide a more comprehensive and effective method for supervising the novice teacher. The approach allows for two major processes to occur simultaneously. The mentor can select a highly specific method of supervision matching the current level of psychological functioning of the trainee, and he or she can employ a set of strategies that engender dissonance and growth to a slightly higher and more complex set of behaviors by the beginning teacher. Glickman (1985) and Sprinthall and Thies-Sprinthall (1983) have pointed to the critical importance of such a differentiated approach as a significant step forward for the clinical model. However, only recently have methods been organized to train mentors to learn and use such a process (Reiman, McNair, McGee, & Hines, 1988).

A number of LEAs in North Carolina have implemented this new theory of instructional support by training experienced teachers more adequately as mentors. The mentor training includes instruction, demonstration, practice, and coaching in communication skills, effective teaching strategies, adult development and learning theory, mentoring principles, developmental supervision, and problem solving. It also includes an intensive practicum while mentor skills are being developed.

Despite this training, little is known about the actual services rendered by highly trained mentors. Also, there is uncertainty as to how contextual factors in the school ameliorate or restrain the mentor-novice relationship. To increase understanding of these phenomena, researchers from the Department of Curriculum and Instruction at North Carolina State University and the School of Education at the University of North Carolina at Chapel Hill have begun studying how novices, mentors, and principals participate in induction. This paper reports the outcomes of an interview study conducted in 1989–90.

Methodology

The investigation of contextual factors in schools that ameliorate or restrain mentor-novice relationships took place between October 1989 and May 1990. The identification of schools and individuals for the study was managed through contact with the directors of personnel and staff development in seven districts in central North Carolina. District size varied from 3,000 students to 60,000. Average per capita personal income (1987) of district citizens ranged from $9,764 to $17,709. Districts also ranged from largely rural to primarily urban. The sample included eight schools—two elementary, three middle, and three high. Once a list of names was provided, interviewees were randomly selected. In schools with small numbers of novice teachers, all were interviewed. The informants included 23 mentors with more than 12 years of teaching experience, 21 of whom had had long-term training, 2 of whom had had no training; 16 novice teachers with two years or less of teaching experience; and 8 principals.

Each school was visited once in the fall and again in the spring. During the initial visit each informant was interviewed in depth, and baseline information was obtained. In addition, a semiprojective questionnaire, the Hunt Paragraph Completion Inventory (see Appendix C), was administered. The instrument assesses an individual's ability to adopt a variety of perspectives in problem solving. It yields a flexibility score ranging from a rigid to a flexible orientation. A comprehensive review of the instrument has been conducted by Miller (1981).

On the first visit beginning and mentor teachers and principals were interviewed individually. On the second visit mentors and beginners were interviewed as pairs, and time was set aside for informants to discuss emerging themes. A questionnaire was sent to informants after the final interview as a further means of corroborating data. The results of the questionnaire will be reported separately.

Sixty percent of the interviews were transcribed and used as the beginning point for analysis of patterns. The remaining interviews were summarized directly from audiotapes. A constant comparative method was used to categorize responses (Glaser & Strauss, 1967).

The objective of the research methods was to engage in in-depth interviews and observations to extend the understanding of mentor-novice relationships in the school context. Two research questions drove the investigation: (a) What contextual factors in schools

ameliorate or restrain the mentor-novice relationship? and (b) What are the relationships between mentors' and novices' attitudes toward problem solving and the mentor-novice interaction?

Findings

The interview data suggest five contextual themes that ameliorate or restrain an effective induction for novice teachers: (a) early experiences, (b) dispositions toward induction, (c) leadership, (d) time and organization, and (e) interpersonal dynamics. A discussion of each of the themes follows, as drawn from the interview data.

Early Experiences

Numerous basic needs of novice teachers were identified in varying degrees at the school sites visited. Beginners and mentors perceived the first days of experience as critical to the success of the novice teacher. A majority of the mentors attempted to orient beginners to resources, lesson plans, and administrative tasks. Mentors also mentioned conducting get-acquainted conferences to start relationships on the right foot.

Two factors that restrained assistance to beginners were late mentor-novice pairing and lack of clarity about expectations. Late assignments were usually associated with late hirings, caused by uncertainties in student enrollment, last-minute resignations, and oversights by district or school administrators. In regard to expectations, novice teachers appeared insufficiently informed of the expectations and potential for assistance and supervision available through the mentor and/or other support staff.

Another aspect of getting started was the degree of district attention to the psychological concerns of the novice, a factor suggested by Fuller (1969) and Thies-Sprinthall and Gerler (in press). Veenman (1984) has also affirmed the need for pedagogical assistance and psychological support. At three of the eight school sites in the study, opportunities were provided for beginning teachers to meet on a semiregular basis to share concerns. In one district such meetings were a part of school policy. First-year teachers met once a month with a trained counselor, and second-year teachers met once every two months. In another district, mentors initiated monthly meetings with beginners, which were conducted at a home near the campus and included snacks. Although attendance was not required, meetings were well attended. At still another site one meeting had been held by a mentor coordinator to encourage discussion of beginning teachers' concerns. Personnel at these schools acknowledged to varying degrees that time should be provided for reflection. One novice teacher said,

> I enjoy the monthly meetings. You can let your hair down and talk about anything that is on your mind. We meet away from school. It is a great way to get to know the other teachers and to release some tension. (Judy—Novice II)

Novice teachers seemed to value opportunities for relaxed reflection with fellow neophytes. In four of the other five school sites there were novice teachers who had formed friendships with other new colleagues. The opportunity to talk in a relaxed setting with a peer was recognized as very important. Numerous beginners also mentioned their spouse as a significant source of psychological support.

A final aspect of early experiences was class assignment. In all eight schools novice teachers were assigned large numbers of classes. At the high school level, a common assignment was three or more different class preparations and five classes in challenging subject areas. There were numerous examples of experienced teachers who had lighter teaching loads than novice teachers. The consensus among the mentors and the novice teachers was that unrealistic assignments jeopardized beginners' success.

Principals also acknowledged that assignment was a potential problem. In three schools, mentors initiated conversations with principals to reduce the difficulty of a beginner's teaching assignment, and in each instance an alteration in responsibilities resulted.

Dispositions Toward Induction

Staff understanding of and attitude toward the induction process can facilitate or restrain program implementation. Principals, mentors, and beginning teachers agreed in every instance that mentors should assist rather than assess novice teachers. The primacy of confidentiality in professional interactions was understood as essential by mentors and novice teachers. In six of the eight schools, principals had participated in workshops in which the Initial Certification Program and the role of the mentor were described. Additionally, in one district all principals were required to participate in the state-sponsored training (24 hours of exposure to supervision) in order to be well informed on the mentoring program.

Interview data also indicated that an overwhelming majority of the mentors had a sense of purpose and clarity about their roles as mentors. Providing an orientation, observing the novice teacher using the TPAI (the mean number of observations during the year was three) or other appropriate instruments, conducting pre- and post-observation conferences, chatting informally, sharing resources, and offering encouragement were described as responsibilities. In only one school was the mentor role unclear. Neither of the mentors in that situation had received any training for their duties. Both had assumed a "buddy" role with their novice teachers.

Less clear was an understanding of the concept of assistance. For example, a majority of the mentors had, as their main focus, helping the beginning teacher survive a plethora of personal and discipline-related concerns. This focus is consistent with what is reported in the research literature (Fuller, 1969). But as beginners' survival concerns lessened, mentors' assistance diminished. Once management concerns had been attenuated, only rarely did mentors report practicing developmental supervision and challenging novice teachers to develop higher-level skills. In the few settings where mentors prac-

ticed a larger repertoire of assistance strategies, novice teachers indicated that such support was particularly significant to their development as professionals. Mentors' disposition toward the second year of assistance can best be described as casual.

Other examples of mentors' limited understanding of the concept of assistance to beginning teachers was the nearly universal and exclusive use of the TPAI instrument for data collection, the limited amount of demonstration teaching, and the minimal employment of feedback conferences. In training, mentors were exposed to a repertoire of observation tools to facilitate individualized developmental supervision and coaching, but only rarely was there evidence that these instruments and practices were used. Notable exceptions were two schools in which a wider array of supervision strategies and observation techniques were used and where there was some understanding of how to implement developmental supervision. However, even in these schools the mentors were unable to articulate and employ higher-level teaching skills that could be addressed once the novice teachers' management concerns were resolved.

Attitudes toward mentor training and the induction process were consistently positive. Experienced teachers almost universally acknowledged that the long-term training had revitalized them both personally and professionally. One mentor said,

> The mentor training helped me in many ways. First, as a professional, I'm much more comfortable in potentially uncomfortable situations in the school and classroom. We recently had a student who was going through a tremendous personal crisis and would not talk to anyone but was comfortable talking to me because she's a friend of my daughter's. The training that I got in the program, and the attention to active listening, was absolutely invaluable. I allowed her to reach her own decision in a critical situation. The training also helped me become a better teacher of students in the classroom because it challenged me to pay attention to the ways I instruct kids. (Helena—Mentor I, p. 25)

Many of the experienced teachers agreed that the training had helped them become more aware of their own teaching. In addition, they identified developing more effective communication skills as an important feature of the training.

Novice teachers' attitudes toward their mentors were also consistently positive. Most novices expressed regard and respect for their mentors. In numerous cases special friendships formed. This was noteworthy given the fact that having a mentor was compulsory, mandated by the state. Nonetheless there was an undercurrent of concern about the limited contact time between mentors and novice teachers. This surfaced particularly in the spring interviews. More intentional developmental supervision had been expected. Some beginners also expressed concern that their introduction to teaching had been more of an indoctrination than an induction. An example was the beginners' perception that they were supposed to adhere to a rigid instructional format described as the six-step lesson plan.

Most principals were highly supportive of the ICP and expressed high regard for mentors and their training. One principal's comment illustrated the general opinion:

> Good teachers that choose to be mentors become great teachers because they are not only talking to these young people about what they need to be a good teacher, but they demonstrate it every single day. The training sharpens their awareness, their skills, and the whole education process is improved. (Janice—Principal 1, p. 11)

In two schools, principals acknowledged that selection of mentors should be handled carefully and that ability to empathize should be an important criterion for selection.

Leadership

At all eight school sites, teachers who were interviewed expressed regard for their principal. Principals' support for induction varied across schools. In four of the eight sites, the principals encouraged experienced teachers to participate in decision making related to induction. These principals also provided an initial orientation for new teachers.

Interview data indicated that leadership from the principal can galvanize participants in an induction program. For example, in one school the principal provided tangible benefits for mentors and the mentor coordinator by giving them an additional planning period. This led to a host of events: monthly meetings of a mentor support group, monthly meetings of a beginning teacher support group, and the development of a professional library for mentors and new teachers. Another example was a principal's belief that she was an instructional leader. Her frequent visits to new teachers' classrooms and her specific feedback, which was offered at the end of the day, created a supportive climate.

Equally important was district-level leadership. For example, in one district there was a clear expectation that mentors and beginning teachers would participate in a variety of continuing assistance strategies. The mentors did not use the TPAI. Instead, they employed observation instruments that encouraged them and the novices to focus on discrete teaching behaviors. Flexibility in district expectations allowed mentors to adopt the strategies that were most appropriate for a particular beginning teacher. A minimum of 45 hours of assistance to the novice teacher was required and recorded. This format had several positive outcomes. It encouraged mentors to document their work, a practice observed in only a few schools, and promoted a more careful match between the specific needs of the beginner and the supervisory strategies of the mentor. The careful matching carried over to the implementation of the novice teachers' PDPs. Written plans created by mentors and novices were purposeful. They modeled many of the tenets set forth in the literature as critical to effective coaching and supervision. In contrast, PDPs in most of the other schools visited were perfunctory. A majority of the

teachers admitted that a plan was helpful but that the present format was ill-suited to capturing the complexities of teaching. Review of a representative sample of PDPs led to the conclusion that the PDP as now understood and practiced is marginal at best as a road map for assistance.

Time and Organization

Capacity building for education personnel has been described in the organizational development literature as development of the skills, the abilities, and the knowledge necessary to support a particular system and/or idea in education. Data elicited in the study reported here point to an inadequate building of capacities.

In interviews virtually all informants reported a lack of built-in time for assistance. Mentors, principals, and beginning teachers agreed that the small amount of authorized time for mentoring was a major obstacle to effective induction. Teachers overwhelmingly expressed difficulty in scheduling opportunities for demonstration teaching, planning conferences, observations, feedback conferences, and coaching. Informants in two schools reported extra planning periods for mentors who assumed additional duties related to induction. The subsequent increase in the quality and the vitality of support provided at these two schools underscores the case for more time. An extra planning period or a common planning period between the mentor and the novice teacher was more frequently mentioned than released time as critical to instructional assistance.

The finding of a need for more time should be juxtaposed with the discovery in one school district that a released-time budget for mentors and novice teachers was underused. Data collected by Allen and Pecheone (1989) and Berman and Gjelten (1984) reveal the underuse of allotted released time. Reasons for the underuse of time surfaced in the interviews. Novice teachers, in particular, complained that released time drew them away from their primary classroom responsibilities.

Interview data indicated that the value of the mentoring process was related to the amount of time available for contact between the mentor and the beginning teacher. Mentors who initiated frequent visits for formal and informal consultation were judged to be more effective to the beginning teachers' success. This finding was substantiated in comparisons between the fall and the spring interviews. As the amount of consultation diminished during the spring semester, novice teachers regarded the induction program less enthusiastically.

The need for proximity of beginner and mentor is related to the dilemma posed by the inadequacy of time. A majority of the mentors and the beginning teachers indicated that proximity of mentor and novice in a school was an important variable in successful relationships. On large school campuses, mentor teachers' classrooms were in some cases considerable distances from their novice teachers' classrooms. Mentors who were in close proximity to their novices reported more frequent informal consultation. Where the distance was great, contact between mentor and beginner was less in all sites.

Interview data also indicated that mentors were key players in their schools and carried major responsibilities beyond their regular classroom duties. For example, many mentors had assumed leadership roles in Senate Bill 2 planning, and this had led to the incorporation of induction goals into a number of the resulting plans. In two schools, mentors were asked by experienced colleagues for assistance with instructional matters.

Although these outcomes illustrate ways in which induction and mentoring positively affected the entire school enterprise, the added load on mentors probably reduced the quantity of assistance they provided to novice teachers. Many novice teachers were aware of the pressures facing their mentors. That awareness caused several beginning teachers to diminish their expectations for support and assistance.

An interesting finding was the influence of a school's organization on support and assistance to the beginner. In the three middle schools, faculties were organized in interdisciplinary teams with schedules that included planning periods for team lesson and unit planning. The organization facilitated novice teachers' respect for short- and long-range planning, engendered greater appreciation for individual learning needs, and promoted feelings of connectedness with colleagues.

Similarly a unique feature of the three high schools was a mentor-teacher coordinator. This individual was widely respected by peers and administrators and managed a variety of tasks, including matching mentors with beginning teachers, organizing support groups for mentors and beginning teachers, communicating with the principal, and substituting for mentors while they were consulting with their novices. The role appeared to have developed because of the size of the schools and the frequent influx of new teachers into them. From a capacity-building perspective, mentor coordinators played an important role in facilitating a school-wide induction program. The continuing support they provided to mentors and beginning teachers was particularly noteworthy. One such support was the regular, on-site opportunities to meet with colleagues during the school year. That practice helped ameliorate a variety of personal and professional concerns and demonstrated the significant role of social and organizational phenomena.

Length of time for program implementation appeared to be important. The districts with clear selection procedures for mentors and more sophisticated forms of support for both novice teachers and mentors (e.g., extra planning periods, support groups, continuing staff development related to induction, and stipends for mentors) had had at least four years of involvement in long-term training and participation in the North Carolina State University mentor network. This finding is consistent with research on the change process, which suggests that innovations need three to five years for implementation. Among the schools in the study, the amount of time involved in training for mentors and participation in the mentor network with NC State varied from one-half year to seven years.

Interpersonal Dynamics

The theme of interpersonal dynamics surfaced throughout the interviews. It also emerged from the examination of the Hunt questionnaires, which were administered during the first phase of the study.

All but two of the novice teachers expressed a genuine openness to working with their mentors. There was ample evidence of novice teachers' interest in discovering how their classes functioned. Most novice teachers looked forward to feedback or planning conferences. Unfortunately mentors provided too few opportunities for regular and continuous instructional feedback.

Novice teachers' openness to change appeared to be constrained, however, by the degree to which induction at a particular school felt like indoctrination, with seemingly inflexible expectations. A fixation on the TPAI as the sole prototype for teaching feedback and assistance may have diminished beginning teachers' openness to assistance.

Both mentors and beginning teachers disclosed that their work was driven by the goals of offering or receiving support and encouragement, improving instructional performance, and correcting problems. Mentors' admission of a "problem orientation" was difficult for some novice teachers and engendered feelings of uncertainty.

Interview data also indicated that the majority of the mentors perceived listening as one of many important prerequisites for an effective mentor-novice relationship. During paired interviews some capacity for active listening on the part of mentors was observed. On some occasions, mentors encouraged independent exploration of instructional strategies. For example:

> With the charts that I came up with, my mentee was able to see that there were a couple trouble spots that weren't cleaned up yet. And I was able, at that point, to intervene and say, "Look, how old are your kids?" And she said how old they were. And I said, "Would you really expect them to sit for 55 minutes regimented without ever talking to a neighbor?" She took some notes and got some ideas. . . . I haven't gotten back with her since then to see, because we agreed, that this was going to take experimentation on her part. (Ginger—Mentor I, pp. 13–14)

Another important indication of the success of mentor-novice relationships was the degree to which confidentiality was valued. The primacy of confidentiality in mentor-novice professional interactions was mentioned by a majority of informants as critical to the relationship. The lack of ambiguity about the importance of confidentiality was significant. There was only one case in which a mentor violated confidences. This indiscretion created considerable emotional distress for the novice and led the principal to assign a new mentor to that novice.

Examination of the Hunt questionnaire responses showed that in only 3 of the 16 mentor-novice pairs were mentors at identical or

lower levels in orientation toward flexibility in problem solving. Only 1 mentor-novice pair included a mentor with a more rigid orientation to problem solving than that of the novice teacher. In the other 13 pairs, mentors were at modestly higher levels in orientation toward flexibility in problem solving. Because the data from the questionnaires were not evaluated until after all of the interviews had been analyzed, they could be juxtaposed with the qualitative findings. They appeared to corroborate the investigators' perceptions of the mentor and novice teachers' maturity and flexibility.

Discussion

What portrait is rendered of the interrelationship between early experiences, dispositions, leadership, time and organization, and interpersonal dynamics?

The mentor teachers in the study were secure in their knowledge of their role of assisting the novice teacher. That conclusion indicates that a major hurdle has been surmounted, for it runs counter to national trends. Throughout the literature, program evaluators acknowledge the uncertainties of mentors and principals about specific assistance behaviors that are central to mentoring (Hart, 1989; Neufeld, 1986; Smylie & Denny, 1989). From the interviews it was apparent that mentors' security about their role arose from the substantive and practical training in which they had participated as well as the concerted district policy supporting induction.

In this connection two observations are in order:

1. Teachers who are not directly connected with the induction enterprise need to understand the role of mentors and the purposes of induction. The role of support to novices should be infused throughout the school community. Such a commitment will send the message, "We care about our new teachers."
2. Mentoring roles need a facelift. Teaching is a tremendously complex enterprise, yet current role definitions for mentors largely address management concerns. A fuller awareness is needed of induction possibilities. Mentors must be more willing to stretch their novice teachers once initial management-related concerns have diminished. Developmental supervision was not a reality in the schools in the study reported here.

It is important to untangle the developmental supervision and the assistance proffered in the mentor training from their implementation in the schools. Crucial to this untangling is an understanding of the way in which mentors do their work and an understanding of the issue of time. Frequently mentors and novice teachers described assistance as occurring before school, during lunch, or after school. Much less frequent were "close-to-the-classroom" consultations. Marshalling the energy to work one-to-one in the midst of overburdened schedules was extremely difficult for all of the teachers interviewed. Both the unrealistic assignments given to beginning teachers and the heavy committee loads of mentors significantly compromised the potentials of mentoring.

Policies that govern mentoring send a clear signal on the priority attached to the program. The time allocated to assist is a central issue. The outcomes of mentoring in the middle schools in the study are illustrative of the potential of allocating more time. Scheduling an extra planning period daily for interdisciplinary team meetings resulted in more purposeful short- and long-term lesson planning. Until the obstacle of time is addressed, the potential of mentoring will be limited.

Further the mentors studied had an insufficient awareness and understanding of how to assist novices in learning the hierarchical complexities of pedagogy. Although the work of mentors was more rational than intuitive, thanks to their substantive and practical training, their knowledge and practice fell short of representing a scientific basis for the art of mentoring.

In making and justifying decisions about the needs of the novice teachers, a majority of the mentors accomplished five ends:

1. They reduced novice teachers' dissonance during the initial months of experience.
2. They concentrated on classroom management and discipline in consultations.
3. They facilitated the implementation of the Professional Development Plan, albeit somewhat perfunctorily.
4. They underused what they had learned in diagnostic skills, theory about the adult learner, and coaching strategies (because of time constraints, feelings of inadequacy, feelings of intruding, or lack of transfer).
5. They maintained a belief that their training and their new role brought vitality and new life to their work as professionals and bolstered their command of teacher education research.

Clearly the aims of induction programs as they are conceived in the districts visited are to provide moral support for novices and to advance their knowledge and practice of teaching. The extent to which novice teachers received such assistance from mentors depended on the quality of their relationships.

The mentor-novice relationships observed and the interview data collected underscore the primacy of a number of conditions that can ameliorate or restrain the relationships, among them the following:

1. Willingness on the part of a mentor to take the perspective of the beginning teacher and to acknowledge his or her current accomplishments
2. A feeling of reciprocity in which both parties communicate what they have gained from the consultations, thereby reducing novice teachers' feelings of indebtedness
3. Willingness on the part of the mentor to model reflectivity and openness to inquiry
4. An aptitude on the part of the mentor for symbolizing the abstractions of teaching in ways accessible to the novice teacher
5. Courage on the part of the mentor to speak in the novice teacher's behalf

6. A capacity on the part of the mentor to juggle a large number of tasks and responsibilities without becoming overwhelmed.

Obviously the mentor's role is complex. It can create feelings of personal and professional renewal, and it can affect the school milieu. The complexity of the role is revealed by the leadership that mentors exercised in Senate Bill 2 planning and by the cases in which experienced faculty sought instructional assistance from mentors. These examples illustrate that the positive side effects of induction and training can influence the whole school enterprise. Mentoring functions in the crucible of collaboration. It is therefore essential that preparation for this role be substantive. The long-term mentor training is a necessary but not sufficient condition for a successful induction program.

Finally, the study highlights the potential of an induction program as a professionalizing influence on mentors and beginning teachers. The degree to which policy makers, district administrators, principals, and teachers respect and care for novice teachers will significantly influence public and faculty perceptions of teaching as a profession. Novice teacher development and experienced teacher renewal are worthy pursuits. However, unless the conditions characterizing the structure of schools and the teaching-learning enterprise are changed, initiation of novice teachers into the teaching ranks will continue to be characterized by abruptness, discontinuity, unrealized development, and high attrition.

Recommendations

Descriptive studies do not lead to strong conclusions about interventions that should be employed to reach desired outcomes. Therefore the following observations are offered as possibilities for further exploration.

First, the degree to which extra planning periods for mentors and beginners, support groups for mentors and beginners, and realistic teaching loads for beginners can be implemented should be examined because these types of support can ameliorate some of the contextual constraints. The demands of teaching pull inexorably on the energies of mentors and novice teachers, diminishing the potential for on-site consultation and support. Yet novice teachers' satisfaction is partly a result of the frequency of informal and formal contact with their mentors. Most of the novice teachers interviewed would have valued more contact with their mentors.

Second, if time constraints can be reduced, strategies to encourage mentor-novice consultation on higher-level teaching skills should be explored. Diminishing the level of assistance during the spring semester and the second year undervalues the complexities of teaching. Opportunities for sustained and continuous learning are needed.

Third, it would be desirable to examine avenues for communicating the purposes of induction, its role in the continuum of professional development, and the tasks of mentors and principals in the induction process. Induction should be better understood in most

schools by a majority of the staff. More than the influence of a mentor contributes to the success of the beginning teacher.

Finally, there should be more descriptive research that traces the work of mentors and novice teachers and that deciphers the relationships between mentor training and the transfer and application of assistance strategies to the school setting. Teachers should play a role in the development of a collaborative research agenda on induction and mentoring. Funding for this research agenda should be given a high priority. The presence in North Carolina of a nationally acclaimed long-term mentor training program provides a unique opportunity for pioneering research on mentoring and induction practices. Such research would give national and international visibility to current program efforts. As to the research agenda, very few studies of a longitudinal nature have been undertaken to examine mentor-novice relationships.

References

Allen, J. R., & Pecheone, R. (1989). *Making mentoring matter: An evaluation of Connecticut's support program for beginning teachers.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Berliner, D. C., & Carter, K. J. (1986). *Differences in processing classroom information by expert and novice teachers.* Paper presented at the meeting of the International Study Association on Teacher Thinking, Leuven, Belgium.

Berman, P., & Gjelten, T. (1984). *Improving school improvements: A policy evaluation of the California School Improvement Program* (Vol. 2). Berkeley, CA: Berman, Weiler Associates.

Brooks, D. M. (Ed.). (1987). *Teacher induction: A new beginning.* Reston, VA: Association of Teacher Educators.

Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession. (1986). *A nation prepared: Teachers for the 21st century.* New York: Author.

Clark, C., & Peterson, P. (1986). Teachers' thought processes. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 255–296). New York: Macmillan.

Cogan, M. (1973). *Clinical supervision.* Boston: Houghton Mifflin.

Daloz, L. A. (1986). *Effective teaching and mentoring.* San Francisco: Jossey-Bass.

Elmore, R. (1989). *Issues of policy and practice in mentor programs.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuller, F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal, 6,* 207–226.

Galvez-Hjornevik, C. (1986). Mentoring among teachers: A review of the literature. *Journal of Teacher Education, 37*(1), 6–11.

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory.* Chicago: Aldine.

Glickman, C. (1985). *Supervision of instruction: A developmental approach.* Boston: Allyn & Bacon.

Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teachers.* New York: Holt, Rinehart & Winston.

Gray, W. A., & Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. *Educational Leadership, 43*(3), 37–43.

Hart, A. W. (1989). *Work restructuring effects on teacher career plans.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

The Holmes Group. (1986). *Tomorrow's teachers.* East Lansing, MI: Author.

Huling-Austin, L. (1988). *A synthesis of research on teacher induction programs and practices.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S., & Edelfelt, R. A. (1989). *Assisting the beginning teacher.* Reston, VA: Association of Teacher Educators.

Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership, 40*(1), 4–9.

Levinson, K., Darrow, C., Klein, E., Levinson, M. H., & McKee, B. (1978). *The seasons of a man's life.* New York: Ballentine.

Little, J. (1990). The mentor phenomenon and the social organization of teaching. In C. B. Cazden (Ed.), *Review of research in teaching* (chap. 6). Washington, DC: American Educational Research Association.

Miller, A. (1981). Conceptual matching models and interactional research in education. *Review of Educational Research, 51*(1), 33–84.

Mosher, R., & Purpel, D. (1972). *Supervision: The reluctant profession.* Boston: Houghton Mifflin.

National Council for Accreditation of Teacher Education. (1985). *NCATE redesign.* Washington, DC: Author.

Neufeld, B. (1986). *The Beginning Teacher Support and Assessment Program evaluation report.* Cambridge, MA: Education Matters.

Neuweiler, H. B. (1987). *Teacher education policy in the states: Fifty-state survey of legislative and administrative actions.* Washington, DC: American Association of Colleges for Teacher Education.

Reiman, A. (1988). *An intervention study of long-term mentor training: Relationships between cognitive-developmental theory and reflection.* Unpublished doctoral dissertation, North Carolina State University, Raleigh.

Reiman, A., McNair, V., McGee, N., & Hines, J. (1988). Linking staff development and teacher induction. *Journal of Staff Development, 9*(4), 52–58.

Schlechty, P., & Vance, P. (1981). Do academically able teachers leave education: The North Carolina case. *Phi Delta Kappan, 63,* 106–112.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Selman, R. L. (1980). *The growth of interpersonal understanding*. New York: Academic Press.

Showers, B. (1985). Teachers coaching teachers. *Educational Leadership, 42*(7), 43–48.

Smylie, M., & Denny, J. (1989). *Teacher leadership: Tensions and ambiguities in organizational perspective*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Sprinthall, N., & Thies-Sprinthall, L. (1983). The teacher as an adult learner: A cognitive-developmental view. In G. Griffin (Ed.), *Staff development* (Eighty-Second Yearbook of the National Society for the Study of Education) (pp.13–35). Chicago: University of Chicago Press.

Thies-Sprinthall, L. (1986). A collaborative approach for mentor training: A working model. *Journal of Teacher Education, 37*(6), 13–20.

Thies-Sprinthall, L., & Gerler, E. (in press). Toward a comprehensive model of staff development for novice teachers. *Journal of Staff Development*.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*, 143–178.

Zeichner, K. (1982). *Why bother with induction?* Paper presented at the annual meeting of the American Educational Research Association, New York.

Zeichner, K., & Gore, J. (1990). Teacher socialization. In W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research on teacher education* (chap. 19). New York: Macmillan.

PROFESSIONAL DEVELOPMENT PLAN

Name _____ Position/Subject Area _____ School _____

Certification: _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions:
- ☐ I. Management of Instructional Time
- ☐ II. Management of Student Behavior
- ☐ III. Instructional Presentation
- ☐ IV. Instructional Monitoring
- ☐ V. Instructional Feedback
- ☐ VI. Facilitating Instruction
- ☐ VII. Interacting Within Educational Environment
- ☐ VIII. Performing Non-Instructional Duties
- ☐ Other _____

Goal(s):

Practices and/or Strengths	Activities (Strategies)	Evidence of Completion	Resources	Target Date

ACCOMPLISHMENT: Date
- ☐ Fully Accomplished _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON:

SUPERVISOR'S COMMENTS:

EMPLOYEE'S COMMENTS

SIGNATURES:

	SUPERVISOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE
Initial Conference	_____	_____	_____
	_____	_____	
	_____	_____	
Review -	_____	_____	_____
Review -	_____	_____	_____
Review -	_____	_____	_____

*If employee has initial certification, mentor and/or support team members should also sign

Appendix A

Appendix B

Course Materials for University-Based Mentor Training

Models of Supervision for Novice Teachers

Spring Semester

Course Description

Participants will (1) Learn adult development theory and apply it by planning supervisory strategies to match the conceptual level of the student teacher/beginning teacher. (2) Use effective communication skills and clinical supervision to supervise a colleague in the course. (3) Develop materials and effective teaching strategies to use when working with a student teacher/beginning teacher as a supportive, knowledgeable and willing teacher educator if they elect to do so. *Completing the course may also convince a person that he or she does not want to be a teacher educator.*

Course Outline

Topics and Activities

1. Effective communication skills.
2. Effective teaching models based on current research.
3. Lesson planning to achieve student learning outcomes.
4. Clinical supervision according to Morris Cogan.
5. Observation systems to help record classroom behavior. Included will be Flanders's Interaction Analysis.
6. Adult Developmental Theory including Hunt's Conceptual Level Theory and Kohlberg's Moral Development Theory as applied to classroom discipline.
7. Differentiated supervisory strategies applying developmental theory to clinical supervision.
8. Problems that occur with a student teacher and techniques of conflict resolution.
9. Conditions needed in a school to help a student teacher/ beginning teacher survive.
10. Micro-teaching of skills of communication, clinical supervision and effective teaching.
11. Demonstration of effective communication, clinical supervision and effective teaching by doing a cycle of clinical supervision with a colleague.
12. How to be a resource to a student teacher/beginning teacher.
13. Needs of beginning teachers.

Required Texts

Educational Psychology: A Developmental Approach. Sprinthall & Sprinthall.
Successful Teacher Evaluation. McGreal.
Techniques in the Clinical Supervision of Teachers. Acheson & Gall.
Stating Objectives for Classroom Instruction. Gronlund.
Teacher Effectiveness Training. Gordon.

Contract for Practicum in Differentiated Clinical Supervision and Coaching

Practicum Goals

During the practicum you will continue to develop the key competencies of differentiated supervisory behavior learned in the introductory course, Supervision of Novice Teachers. The critique of your final exam in the course will determine which competencies you need to focus on during the practicum.

1. The ability to identify and respond to the supervisee's emotions through building and maintaining a supportive helping relationship.

2. The ability to identify the current preferred learni. style of the supervisee and to organize a working relationship with appropriate structure.

3. The use of a cycle of clinical supervision with the goal of improving classroom instruction. Cycle includes pre-planning, observation and post-conference.

4. The ability to serve as a resource person to the supervisee.

5. The ability to use constructive feedback and confrontation.

6. The ability to self-ev..te effective supervisory behavior.

7. The ability to maintain a record of assistance strategies.

8. The ability to encourage the novice teacher to reflect on his or her instructional practice.

Practicum Contract in
Differentiated Clinical Supervision and Coaching

The activities the practicum leader considers necessary to achieve the goals of this practicum are listed below. It is necessary to complete each activity for a satisfactory grade.

1. Class attendance or arranged make-up through a colleague or the instructor is required. Activities will be modeled, practiced and assessed in class. Completing assignments will be difficult without attendance or a make-up session. Dates for meetings will be arranged with the instructor.

   Please check each class attended or put the initials of the person who helped you make up the session.

2. Record reactions and reflections according to your own needs or to keep a record of your feelings, thoughts and learnings. Also, record assistance activities on activities log (attached to course contract).

3. Hold an orientation to your school if you are supervising a student teacher or a beginning teacher. (BTE II)

4. Tape and submit a relationship-building conference and self-evaluate using assignment #4.

5. Complete three cycles of clinical supervision. See checklist for assignment #5.

6. Complete *The Teacher as an Adult Learner*. Professional Development Planning Packet (assignment #6).

7. Hand the Reflection Packet to the novice teacher or colleague. Review and complete assignment #7 (Novice Reflections).

8. Complete all parts of Mentor Timeline (BTE I—pp. 15a–15c).

9. *Keep the norms for the practicum.* These include:

   Take responsibility for my own learning.
   Accept time schedule limitations for both practice during class and assignments during the week.
   Listen to other class members.
   Listen to the practicum leader during presentations or give suggestions to improve the presentations.
   Keep confidentiality agreement.

10. *Return the final evaluation of the course* to the practicum leader during the last course session.

11. *Return a copy of this contract* to the practicum leader during the last course session. Sign your name and the grade your records show you will receive for the course. The practicum leader will notify you if records do not agree. Include a copy of the Mentor Checklist of responsibilities (BTE—pp. 52–53).

___I have completed all assignments and activities. I can use all competencies necessary to be a classroom supervisor. I have earned a satisfactory grade.

___I have not completed all assignments, activities and competencies, but intend to make up work by _____. Give me an incomplete.

___I have not completed all assignments and activities and will not be able to make up the work. Give me an unsatisfactory.

_____

Signature

Appendix C

Hunt Paragraph Completion Inventory

You are asked to give your ideas about several topics. Attempt to write at least three sentences on each topic. There are no right or wrong answers, so give your own ideas and opinions. Indicate the way you really think about each topic.

1. What I think about rules . . .

2. When I am criticized . . .

3. What I think about parents . . .

4. When someone does not agree with me . . .

5. When I am not sure . . .

6. When I am told what to do . . .