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ABSTRACT

In examining the theoretical place of induction in the process of becoming a teacher, this paper compares five school-based collaborative models of the use of mentors as part of induction programs to support new teachers. The following aspects of each program are compared: (1) goals; (2) training of mentors; (3) support provided for mentors; and (4) strengths and benefits of each program. The following programs are examined: (1) a collaborative program by the Albuquerque Public Schools and the University of New Mexico; (2) the North Country Mentor/Intern Regional Consortium in Northern New York; (3) the Arizona Teacher Residency Program; (4) the partnership among Hunter College of the City University of New York and the 24 public schools of Community School District Number 4 in East Harlem; and (5) the University of Northern Colorado's partnership program with regional public schools. The following findings are presented: (1) collaboration between public schools and institutions of higher education is extremely beneficial and desirable; (2) the need to support new teachers is critical in light of increased demands and pressures affecting teaching; (3) support of minority group teachers is critical; (4) mentoring programs must include context specific training and ongoing support; and (5) benefits accrue to the individuals and organizations involved. Four figures are included. (JB)

Mentoring: Studies of Effective Programs in Education

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Introduction

The use of experienced classroom teachers as mentors of new teachers is a widely accepted element of the educational reforms of the last several years. Most states now have some form of mentoring programs. Usually, such programs are found within the contexts of broader induction and staff development programs. Many states, such as New York, have given financial support to the development and implementation of school-based mentoring projects.

The purpose of this paper is to examine briefly some of what has been learned from the descriptions and documentation of a variety of mentoring programs from around the country. Collectively, the programs discussed represent a cross-sample of American schools--urban, suburban, and rural schools are included. The size of the schools involved varies from small isolated districts to the New York City Schools in Harlem. Some of the projects are only a few years old, while others have been in operation since the early 70's. It is hoped that by providing many examples of the conceptualization and application of mentoring, questions regarding some critical aspects of the use of mentors in induction programs will be raised.

Currently, several teacher educators from around the country are collaborating on the development of a book. This work, tentatively titled, Teacher Induction and Mentoring: School-Based Collaborative Programs, is in progress with the State University of New York Press. A 1992 publication is anticipated.

This paper will examine the theoretical place of induction in the process of becoming a teacher. The paper will note key features of five school-based collaborative models of the use of mentors as part of induction programs to support new teachers. It will conclude with a discussion of questions raised by the examination of these programs.

Becoming a Teacher

Historically, the transitions from preparing to teach to practice as a teacher have been faced alone by new teachers. All too many teachers can recall the "sink or swim" attitude under which their first year of teaching was judged. Most new teachers were afraid to ask for help, or to admit they could not control certain situations, for fear of appearing incompetent. The problems of beginning teachers have been well documented (Ryan, et al., 1980). More recently, teacher educators at many levels have established programs to assist new teachers in making the transition from being a student of teaching to being a teacher of students (Huling-Austin, et al., 1989). Induction programs have become an important part of the process of becoming a teacher (Mager, in press).

The first year of teaching is critical to the probability of a successful career as a teacher. Yet, it is but one stage, or step, in a teaching career. This is why induction can be viewed a part of the process of becoming a teacher. If this process is thought of as being of a continuum, then induction can be considered as one part of the lifelong development of a teacher. This conceptualization

borrows from the stages of adult development put forth by Levinson (1978) and stages of teacher teacher development (Fuller and Bown, 1975; Bedine, 1985).

The experiences of new teachers can be enhanced by thoughtful, effective induction programs. One element of many such programs is the use of experienced classroom teachers to provide support and guidance for new teachers. One conceptualization of the process of becoming a teacher holds that mentoring, as part of induction, can have positive effects on the development of teachers' competence, performance, and effectiveness (Mager, in press). Mager puts forth an interpretation that induction is:

> an effort to assist new teachers in performing--that is, expressing their competence in the particular context to which they have been assigned--toward the end of being effective. Through induction, new teachers continue to form and refine their images of themselves as teachers in terms of their competence, performance, and effectiveness. (p. 25-26)

School-Based Collaborative Programs

Many state agencies, colleges or universities, and public schools have induction programs which use mentors to support new teachers. Herein, five programs are discussed. In examining these programs, the following aspects will be considered: (1) goals, (2) training of mentors, (3) support provided for mentors, and (4) identified strengths and benefits of each program. The

five programs are: (1) a collaborative program by the Albuquerque Public Schools and the University of New Mexico, reported by Sandra Odell and Douglas P. Ferraro; (2) the North Country Mentor/Intern Regional Consortium, as described by Michael P. Wolfe and Nicholas G. Stupiansky, comprised of six school districts, a regional state university, a Board of Cooperative Educational Services (BOCES), and a state-funded, regional teacher center in Northern New York; (3) The Arizona Teacher Residency Program, written about by Billie Enz, Gary Anderson, Barbara Weber and Don Lawhead, involving the Center for Educational Development in Tucson and the Arizona State University/Maricopa County Teacher Training and Resource Project which includes 24 public schools; (4) the partnership among Hunter College of the City University of New York and the 24 public schools that constitute Community School District Number 4 in East Harlem, reported by Christina Taharally, Mae Gamble and Susan Marsa; and (5) the University of Northern Colorado's partnership program with regional public schools, described by Merna Jacobsen.

Goals

In order to consider the goals and objectives of these programs, a chart might be helpful.

Insert Figure 1 about here

Each project is concerned with providing support and assistance for new teachers. The stated goals reflect the desire to ease

the pressures on the first-year teacher. It is interesting to note that there are some differences in goals. For instance, the New Mexico/Albuquerque Project specifies its desire to provide professional development for experienced teachers and to develop collaboration between public schools and higher education. These two goals are very important. Although they were not explicitly stated by the other projects, it might be inferred that these are of common concern. The professional development of experienced teachers is an essential benefit of mentoring projects. Research dealing with mentors' experiences has shown the benefits which accrue to mentors (DeBolt, 1989). Collaboration between public schools and institutions of higher education is an issue of increasing importance. Certainly, all of the projects represent collaborative efforts which have the potential for positive outcomes.

Another goal to note is to increase the numbers of Black and Puerto Rican teachers in the New York City Schools. Hunter College has a long history of collaborative work with School #4 in East Harlem. Together, they are attempting to address a major issue in teacher development. Their concern is not only the recruitment of Black and Puerto Rican teachers, but also the retention of those teachers. They seek this goal through their other goals of supporting and striving to understand the needs of these individual new teachers.

The desire to maximize the use of resources, stated by the North Country Consortium is also important. Maximization of resource

use is an interesting goal. It is a very timely issue, especially in a widespread, often isolated, rural area. Schools need to find a way to share resources, both financial and human.

Two projects, The North Country Consortium and the University of Northern Colorado, both expressed the desire to provide for decision-making and problem-solving. This may be a reflection of the move toward shared decision-making.

Training of Mentors

The training of participants is an important feature of support program. Concern for the needs of new teachers is appropriate. It is also worthwhile to consider the transition being made by an experienced teacher who is mentoring for the first time. Working to support an adult colleague is very different from teaching children. Preparation for this new role is essential, helpful, and desired by mentors (DeBolt, 1989).

Insert Figure 2 about here

Training and preparing the mentors for their new roles is important in each program. Although the format selected for the training may differ, the content is strikingly similar. All of the programs emphasize skills and knowledge needed by mentors such as observation and conferencing skills, stages of adult development, and effective teaching practices. Individual projects also note special emphasis: fostering self-esteem (UNM), district organization and staff development

(North Country), the Arizona Teacher Residency Instrument (ASU), getting along with administrators (Hunter) and relationships among mentor, principal and field consultant (UNC). Each emphasis reveals an area of special need or concern to that project. Others involved in mentoring might benefit from examining the specific reports of those projects that have reported elements of special interest to them.

Support for Mentors

Once a project is underway, it is interesting to see how it follows up with support and continuity. A longstanding criticism of new programs in education is that they are "one-shot" deals. The five programs discussed here are worthy of praise because of their systematic follow-through. How do they provide support for the mentors once the year begins?

Insert Figure 3 about here

Each program provides ongoing support and training for mentors. Some are on a more frequent basis than others, yet each attempts to meet the perceived needs for further development of knowledge and skills to better enable mentors to function. The workshops/ seminars also provide support groups.

Strengths and Benefits

Researchers have reported strengths and benefits that have been observed in each program.

Insert Figure 4 about here

Each of the five programs presented here emphasize certain perceived strengths and benefits. A connection can be seen between the stated goals of each program (Figure 1) and the reported strengths. For example, Hunter College's program expressly set out to improve the retention rate of teachers from minority groups. They also report a 98% retention over a three year period. UNM and UNC also report very impressive retention rates (85%). The North Country Group reports improved use of resources and flexibility as positive outcomes of their consortium's efforts to support new teachers. Overall, the projects report positive effects of their efforts as they relate to the new teachers. This is a forward step in efforts to improve the induction into teaching process.

Conclusion

From this brief examination of five reported programs several issues emerge.

1. Collaboration between public schools and institutions of higher education is extremely beneficial and desirable.

2. The need to support new teachers is even more critical today in light of increased demands and pressures affecting teaching.

3. Support of teachers from minority groups is especially necessary as we prepare to deal with the changing demographics of our nation's schools.

4. Mentoring programs need to include context specific training and ongoing support.

5. Positive benefits can be accrued by the collaborating agencies and the individuals involved in these programs.

The reports of these programs also suggest some additional issues for consideration.

1. New teachers don't have to be taken out of the classroom to be supported (Odell).

2. Replacement teachers (substitutes) are an integral part of any program that does take the mentor or the new teacher out of his/her classroom. Replacement teachers also need to be trained and treated as part of the instructional team (Stupiansky).

3. Specific situations may dictate that induction support programs continue to provide support into the second and third years (Taharally; Enz and Anderson).

4. "Assistance is more effective than assessment" (Jacobsen).

5. We might benefit by providing support to the person who is re-entering the teaching profession after a long hiatus (Jacobsen).

There are still many unanswered questions that deal specifically with mentoring and more generally with the larger context.

1. Can anyone be a mentor?

2. What will be the fate of educational reforms, such as mentoring, in the economic hard times now being seen in several states?

3. Can we find creative ways to support mentoring without additional cost?

4. As schools change, how can/should mentors and mentoring change? Should these changes be at a local, state or national level?

5. Should there be national standards for mentors?

6. Should we be trying to develop more informal mentor programs, or is that an oxymoron?

7. Is it more critical to provide mentor training in content mastery, pedagogy, of interpersonal skills? Does it matter?

The programs discussed in this paper have shown many important issues that need to be considered in examining or designing mentoring projects. Much can be learned by their reports and the questions they raise. Mentoring offers great hope toward the goal of improving the induction into teaching process.

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Figur. 1

Goals

UNM/Albuquerque	North Country Consortium	ASU/Maricopa Schools	Hunter College/ East Harlem Schools	UNC/Local Schools
1. guidance for new teachers ° analysis and reflection on teaching through coaching ° foundation to become self-reliant	1. to improve performance of new teachers	1. immediate and ongoing instructional guidance for	1. academic and personal-social support for new teachers	1. to provide a safe environment for new teachers
2. assistance for new teachers	2. to enhance retention	2. personal support for new teachers	2. greater understanding of the needs of new teachers	2. to have the support personnel adjust to the needs of individual new teachers as the year progresses
3. professional development for experienced teachers	3. maximize the use of resources		3. increase the numbers of Black and Puerto Rican teachers	3. allow for problem-solving and decision-making
4. collaboration between public schools and higher education	4. develop regional decision-making organization			

Figure 2: Training of Mentors

Training

UNM/Albuquerque	North Country Consortium	ASU/Maricopa Schools	Hunter College/ East Harlem Schools	UNC/Local Schools
Weekly Seminars	Summer Training	Workshops	Workshops	In-home Training/ Orientation
1. rationale	1. dimensions of mentor's role	1. assessment and clinical supervision	1. building trust	1. program expectations
2. stages of teacher development	2. stages of teacher growth	2. Arizona Teacher Residency Instrument	2. role of the mentor	2. descriptions of roles and responsibilities
3. concerns of beginning teachers	3. adult development and learning	° teaching plans and materials	3. identifying and solving problems	3. induction
4. fostering self-esteem	4. district organization and staff development	° classroom procedures	4. developing communication skills	4. support behaviors
5. working with adults	5. group encounters	° inter personal skills	5. offering constructive criticism	5. relationships among mentor, principal and field consultant
6. teacher mentoring	6. effective teaching skills	3. effective teacher behaviors	6. dealing with disruptive children	6. analysis of instruction
7. classroom observation and conferencing skills	7. counseling skills	4. coaching	7. transitions	7. conferencing
8. teacher reflection	8. peer coaching	5. conferencing	8. writing lesson plans	8. feedback
9. teacher coaching	9. interactive supervisor	6. focused observation	9. getting along with administrators	9. optional graduate seminar
	10. teaching/ learning styles		10. communicating with parents	10. management
	11. management			11. communication
	12. curriculum development			

Figure 3: Support for Mentors

Support Structure

UNM/Albuquerque	North Country Consortium	ASU/Maricopa Schools	Hunter College/ East Harlem Schools	UNC/Local Schools
weekly seminars	bi-monthly regional meeting	continuing mentor workshops	monthly mentor workshops with two professors	weekly graduate seminars
program director	"connector"-- College Personnel	training in areas identified by school-based personnel	frequent classroom visits by professors	follow-up upon request
support group of other clinical support teachers (mentors)				

Figure 4: Strengths and Benefits

Strengths and Benefits

UNM/Albuquerque	North Country Consortium	ASU/Maricopa Schools	Hunter College/ East Harlem Schools	UNC/Local Schools
° selection of mentors ° collaboration between public schools and university ° new teachers ° professional growth ° positive attitudes toward teaching ° more focused on instructional ° mentors ° personal confidence ° broadened perspectives ° increased knowledge of teaching ° communication skills ° principals ° relief of burden ° "multiplier effect" benefits of program generalized to entire teaching staff ° district ° progression ° mentor---principal ° new teacher---mentor ° improved retention 85% after 4 yrs.	° documented evaluation ° new teachers' growth ° mentors' growth ° school district ° formalized support ° replacement (sub) teacher training ° consortium ° improved use of resources ° flexibility	° can be extended to 2nd or 3rd year of teaching ° evaluation based on instrument ° ongoing research to gather data for analysis and reflection ° effectiveness of training ° improvement of new teachers' performance ° satisfaction ° perception of mentor's functions ° communication between mentors and new teachers	° support for beginning minority teachers for first three years ° collaboration ° trust ° "history" of working together ° communication ° confidentiality ° shared responsibility ° 98% retention over three years	° support for new teachers and re-entry individual (non-traditional) ° wholistic teacher ° support team ° 85% retention for following year