ABSTRACT

            This paper presents three appendixes from a workshop that
addressed how to identify sources of collateral damage in mentoring programs
and how to correct them. The first appendix includes a summary of problem
areas that mentoring teams may face as reported in the literature (e.g.,
transition from teacher training to teaching, selection and matching of
mentors and mentees, preparation for the mentor, emotional support, time, and
communication and coaching). The second appendix offers a survey that
examines eight issues in mentoring (e.g., problem ares experienced in the
mentoring program, frequency of problems, what the respondent learned about
the mentoring process from the workshop, how to improve the workshop, the
most valuable experience during the workshop, and the most valuable service
offered in the mentoring program). The third appendix offers three case
studies of recurring problems for mentoring teams, each based on a real
mentoring team relationship. The case studies deal with time issues, support
for mentees, and the careful matching of mentors and mentees. (SM)

Identifying Sources of Collateral Damage in Mentoring Programs and Correcting Them

Appendices

Gary Kilburg
George Fox University

and

Tom Hancock
George Fox University

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Appendix A

Summary of Problem Areas that Mentoring Teams May Face:
As Reported in the Literature

Change

For many new teachers and mentors the reality of their first teaching and mentoring assignment is an eye opening experience. For new teachers, the reality of working with a new culture, the stress of the classroom, working with parents, trying to manage a roller coaster of self-confidence can be a transitional shock to many new teachers (Veeman, 1984). For mentors, revisiting beliefs they may have been dormant and adding an addition role to their already busy schedule, without altering the other roles and responsibilities is a daunting task. When you add to this mix the volume of paperwork and meetings that seem to dominate both teachers lives, it is easy to understand why some new teachers would not want to pursue a career in teaching.

For most new teachers, the transition from teacher training to their first teaching assignment can be a traumatic. The same can be true for those veteran teachers who are experiencing the mentoring process for the first time. The reality shock that they face is not a short-term experience and usually involves their ability to effectively integrate, over time, all of the complexities and realities of teaching and the mentoring process. This includes their ability to adapt to potential changes in their belief system, dealing with issues of self-concept and confidence, and encountering problems that they have never experienced before (Veenman, 1984; Corley, 1998).

Selection and Matching

Part of this transition for the new teacher and mentor is being successfully paired with one another. Even when the mentor applicant pool is limited, knowing important matching factors can help prevent problems. However, when a school district limits the number of matching factors, end result may have a negative impact on the mentoring process and the mentoring relationship.

When pairing new teachers with mentors, schools need to consider the following criteria for mentors:

> *Grade level*
> Mentor and new teacher are teaching at the same grade level or the mentor has had recency and success teaching at the grade level the new teacher will teaching at (Block & Grady, 1998; Huling-Austin, 1992)

> *Subject*

> The mentor and new teacher are teaching in the same subject (Block & Grady, 1998; Hulling-Austin, 1992).

> *Similar interests and outlooks on teaching*
> Both teachers have similar beliefs and perspectives as it relates to education (DePaul, 2000 and DePaul, 1998).
> *Avoid pairing the new teacher with someone that is responsible for evaluations of staff*

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It is clearly understood by all participants (administrators and teachers) that the mentor will not be responsible for the evaluation of the new teacher, that is the responsibility of the administration, not the mentoring program (Brock & Grady, 1998).

➤ *Work in the same building*

It is important that mentoring team members work in the same building if at all possible. Experience has shown that when participants are in different buildings, there is a lack of time to meet, as well as frustration and anxiety in not meeting the needs of the new teacher and mentor (Kilburg, 2002).

➤ *Willingness to work with the new teacher*

The mentor must have the desire and willingess to provide support, over time, to a new teacher. (Rowley, 1999; Kilburg, 2002).

➤ *Experience*

Number of years the mentor has taught has a significant impact on the effectiveness of the mentor and the effectiveness of the mentoring relationship (Ganser, 1995 and Ganser, 1998).

➤ *Mentors need to have expertise in a variety of areas*

Having expertise in areas such as school and community culture, classroom management, coaching, curriculum, assessments and standards, are important areas pieces of the puzzle for the new teacher to have in order to be effective in the classroom and successful in their teaching experience (Kilburg, 2002).

➤ *Strong interpersonal skills*

It is important that the mentor have strong interpersonal relationship skills. Their ability to communicate effectively, problem-solve, as well as their ability to coach, nurture, and collaborate with the new teachers is critical to the effectiveness and success of the mentoring experience. These are the people that others should naturally gravitate too because they know their advice and counsel can be trusted. These are the heart leaders (Kilburg, 2002).

It is important to remember that this matching process is really about the process of change and working together in a way that is genuinely in the best interests of the mentoring team participants and the students. Change does not always come easy to both mentor and new teacher and unless both are willing to commit to developing the relationship and the mentoring process, the partnership will fall short of its intent (Newton, Bergstom, Brennan, Dunne, Gilbert, Ibarguen, Perez-Sells & Thomas, 1994).

Preparation for the Mentor

As with any mentoring program, providing for the preparation and training of mentors is one of the critical factors that can spell success or failure for a mentoring program and the mentoring team relationship. One of the shortcomings for many mentoring programs is that they are front-loaded at the beginning of the school year. The mentors essentially receive all of their training and coaching during this period, with very little training the rest of the school year. Although the initial training is important, it is not a substitute for the on-going training that needs to be a part of the mentor's year long

experience. Ganser (1995) suggest that even the most effective mentors recognize that they need assistance in developing their skill level, which in turn helps them to build a successful mentoring partnership. In preparing veteran teachers to become mentors it is critical that mentoring programs not only prepare the mentor technically, but that they also prepare the mentors to deal with change in working with the different personalities that they might encounter as well as how change might impact the mentoring team relationship.

Emotional Support
        Another concern for many new teachers is the type of emotional support they will receive during their first year of teaching. Brewster & Railsback, 2001 and Kilburg (2002) believes that one of the strongest needs that new teachers have is for emotional support, whether from veteran teachers or administrators. They recognize that teaching is an emotional practice. In a study conducted in 2002 in four school districts, new teachers indicated that one of the basic needs they had in coming into a new teaching environment was to have the emotional support of someone who cares and supports them (Kilburg, 2002). The new teachers felt that learning how to survive in a new profession, putting themselves on the line in working with students and parents, and dealing with management issues, assignments, and the daily routine requires help. Unless the school district can provide the technical support and the emotional support, the new teacher may fall prey to anxiety, insecurity and a lack of confidence (Ganser et al. 1998).

Time
        Time is yet another important factor that can determine the success or failure of the mentoring relationship. Finding and taking time to mentor the new teacher is important in establishing trust and respect between the two mentoring team members (Tauer, 1998). When a school district provides release time to mentoring team participants, it creates opportunities to work together for the mutual benefit of both parties and allows the relationship to mature to meet the changing needs of both members. Arends (1998) Ganser et al. (1998), Klug & Salsman, 1991, supports Tauer's contention and believe that it is critical for school districts to provide release time for participants, whether that time is spent in workshops, inservice activities, observing, or providing time for the mentor and new teacher to meet. That time needs to be provided for the professional growth of the relationship and the retention of the new teacher. When time is set aside for professional development and collaboration, it usually proves to be extremely useful to both participants. However, when release time is not provided, the result will be frustration not only on the part of the new teacher, but also the mentor. That frustration can also negatively impact the quality of the mentoring relationship and the anxiety level of each team member.

Communication and Coaching
        The mentoring process is an exercise in effective communication and coaching, without it the mentoring process does not exist. Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, effective mentors adjust the way they communicate and coach to meet the needs of the new teacher. It is important that mentors have a strong understanding of their

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communication and coaching style.   According to Lasley (1996), mentors must be willing to communicate in a way that is productive and communicates the belief that the new teacher is capable of transcending present challenges and accomplishing great things in the future. Good coaching and communication helps to strengthen performance and collaboration, which is important not only for professional growth, but also for advancement of the mentoring relationship.

Effective mentors provide opportunities to not only reflect on the new teachers teaching practices, but also their own practices. These reflective practices provided opportunities to carefully analyze and question the impact and quality of the learning environment on students and the teacher (Kinlaw, 1999; Boreen, Johnson, Niday & Potts, 2000).

It is important for mentors to recognize and practice those coaching skills that encourage new teachers to begin thinking for themselves and grow in their capabilities. That independence and growth, when provided, allows the new teacher to begin to perform at their best, which then positively impacts the quality of student learning and the teacher's performance in the classroom (Brewster & Railsback, 2001).

Appendix B

The Survey

1. Are you encountering any problem or problems in the mentoring program?

2. If you are encountering any problem or problems could you describe the problem or problems?

3. If you are encountering any problem or problems, are you encountering that problem or problem on a regular basis?

4. What have you learned about the mentoring process?

5. How do you think that you will apply the training that you received today?

6. How can the workshop be improved?

7. What was the most valuable experience that you had during the workshop?

8. What do you see as the most valuable service that is offered in the mentoring program?

Appendix C

Three Case Studies of Reoccurring Problems for Mentoring Teams

These case studies were selected because they illustrate the types of problems that mentoring teams encountered on a regular basis in this study. Each is based on a real mentoring team relationship.

Brooke and Susan: Timing is Everything

Brooke, a veteran middle school teacher of 22 years, was excited about the opportunity to work with Susan, who was a new teacher to the school district and to the profession. In their initial meeting Susan seemed to be a very personable young woman and was really excited about her first teaching assignment. She was going to be teaching science to seventh graders in the morning and teaching biology at the high school in the afternoon.

Over the next few weeks, both Brooke and Susan settled into their daily routine. Unfortunately, that routine did not include meeting with one another on a regular basis. They found that as the school year progressed, time became more precious because there was less of it and more questions. It was almost impossible for both Brooke and Susan to find a time to meet after school. Susan was the primary caregiver for her children and had to take her children to the babysitter before school and pick them up after school, plus she also spent time meeting with parents, grading papers and getting ready for the next day. Brooke was also facing similar difficulties. She was coach for both fall and winter sports, which essentially took almost all of her time after school. She was also involved with site committee work as well as a variety of other committees. Neither Brooke nor Susan had a common lunch nor a common prep time, which complicated matters even more.

After the first month had gone by, both Susan and Brooke were very frustrated by their inability to meet with one another. They both agreed after struggling with the time management issue that they would use their email to ask questions and carry on conversations about school and school related activities. The use of email was helpful, but only when the server was working. There wee also those occasions when a question needed to be answered as soon as possible but because the server was down or the mentor was not available, the question went unanswered.

Brook did invite Susan to call her at home, which she did, but Susan soon discovered that she was feeling guilty about taking Brooke's time away from her family. Susan did admit that she would have felt more at ease in the meeting with Brooke if the school district had provided financial compensation for Brooke's work.

Reflections on Brooke and Susan

Time was a commodity that was valued by Susan and Brooke. Unfortunately, their daily routines didn't seem to provide them with the time needed to meet their mentoring needs. Both teachers felt that the school district needed to take a closer look at the commitments that the mentors and new teachers are expected to make during the school year and try and provide the appropriate accommodations. The biggest issue that they faced was that Susan was split between two schools and two grade levels, which

complicated her life. Which in turn exacerbated the issue of time and distance for both new teacher and mentor.

Another issue that compounded the problems of time and distance was the fact that Susan had not been provided a mentor at the high school. If she had been provided with a second mentor at the secondary level she felt that she might manage some of the problems that she was running into a little better.

Despite a year that was extremely busy and frustrating, both Susan and Brooke described their relationship as "positive" and "informal" but "not very mentor-like." They were disappointed by their lack of time to collaborate and the districts lack of foresight in providing them with opportunities to meet and to observe one another. Both Susan and Brooke felt that the emotional support was lacking and were frustrated that time and distance separated an otherwise potentially productive relationship.

Alex and Ron: Good Coaching and Poor Decision Making

Alex was assigned to Ron as his mentor teacher for the school year. This was Alex's first experience as a mentor, although he had informally mentored other new teachers over the years. Alex had been a teacher for twelve years in the school district and was considered to be a very effective teacher.

This was Ron's first experience as a teacher. He was really looking forward to teaching at the elementary level and the opportunity to work with a veteran teacher..

During the in-service, Alex and Ron seemed to get along really well. Both had similar educational philosophies and both had a strong determination to make the partnership work. After the in-service was done, both Alex and Ron went to work in Ron's room for the rest of the afternoon. They spent time talking about expectations, standards, parent support, and getting Ron's room ready for the first day of school. As a part of the conversation, Alex suggested that Ron take the opportunity to look at his files and feel free to copy anything that he felt he might need.

Over the next few weeks Ron seemed to be struggling with developing creative lessons, even though he had access to Alex and his files. After school one day Ron walked into Alex's room and asked for his help in developing a unit of instruction on the dinosaur. Alex sat down with Ron and asked him a number of questions regarding what he wanted to accomplish with the children. After spending the rest of the afternoon with Ron, Alex went to his files and pulled the file on dinosaurs that he had been using and gave to Ron so that he could at least have a model of how this unit might be taught. Alex also spent a little time talking to Ron about his time management, which seemed to be a major stumbling block for Ron.

During the next few weeks Ron continued to ask for help in his lessons. The theme that seemed to be constantly repeating itself was, "I just don't have enough time to do it all." Alex continued to counsel Ron about his time management and how he needed to make some adjustments so that he would have more time to work on his own lessons. But that seemed to fall on deaf ears. At one point Alex told Ron that he was going to have to make some important choices, because he was not going to continue to give him his lessons to copy and mimic. Ron's response was, "I don't have the time." Alex immediately responded by saying, "You don't have a choice, I'm not going to be giving you my lesson plans anymore. You can't rely on me anymore to provide you with

lessons to teach your class." After taking some time to talk about the issue, Ron agreed that he needed to find time to do his own lessons, rather than relying on Alex all of the time.

Over the next three weeks, Alex continued to check in on Ron to see how he was doing. Everything seemed to be going fine. Mid-way through the third week Alex was contacted by Sherra, a member of Ron's teaching team. Sherra shared with Alex that Ron had been approaching various members of the teaching team to ask them for lessons plans because he hadn't been able to find the time to create his own.

The next morning, before school, Alex confronted Ron about the conversation that he had with Sherra the previous day. Ron didn't deny it. Both Ron and Alex had a long conversation about his dependency, lack of time management, and his behavior.

As the school year came to a close, things seemed to get a little better, but time management continued to be an issue for Ron. Alex felt like he had seen some progress but knew that Ron would probably require more help. Unfortunately, the school district did not have a mentoring program that extended beyond the first year.

Reflections Alex and Ron

One of the problems that many new teachers face is the difficulty of juggling all of the pieces of the teaching puzzle. Some find classroom management an issue, others see time management, organization, relational concerns, grading papers, or lesson plans as their unfriendly ally.

In Ron's case, he found it easier to use time as an excuse, rather than using is as an opportunity for professional growth. It was much easier to depend on veteran teachers to resolve his lesson plan problems, rather than taking the time to seriously evaluate his time management and organizational practices. In effect, Ron was ignoring the good coaching and emotional support that Alex was providing. He was selecting the path of least resistance and that path was beginning to paralyze the effectiveness of the mentoring process that Alex was so good at.

It wasn't until half way through the year that Ron decided he needed to try to get his life into balance. He did so by applying some of the strategies that Alex had been talking to him about at the beginning of the year. Through a lot of trial and error Ron had decided he needed to be more creative in the assignments that he was giving students, along with reducing the number of tests that he was giving students. Ron also admitted that he really didn't like to plan lessons, regardless of the fact that that was a requirement of the school.

Both participants agreed that Ron needed to have some additional assistance. He was still struggling with time management and organization at the end of the school year, although it was getting better. He was also encountering problems with classroom management, which contributed to Ron's anxiety and frustration. Unfortunately, the school district did not offering mentoring services beyond the first year, so Ron was on his own as the new year began.

Laura and Jennifer: Providing Support?

Laura was an especially gifted teacher in working with students. This was also her first experience as a mentor. She was a bit nervous about the experience but looking forward to the opportunity.

Jennifer had just completed here fifth year teacher education program and was hired just prior to the start of the school year. She had a lot of anxiety about the start of the new school year with so little time to prepare, but she felt that with the mentor that the school district had assigned her, she would overcome any fears that she might have.

Laura and Jennifer met for the first time in the in-service and spent most of the day together in meetings. The following day was spent in a mentoring in-service which provided them with several opportunities to talk about questions that Jennifer had as well as just chatting about their personal lives.

Over the next few months, both Laura and Jennifer began to develop what seemed like a healthy relationship. On a number of occasions they had the opportunity to discuss their perspective about a variety of issues, including classroom management, parent conferences, grading and working with some of the special needs students. At times they disagreed with one another about some of the issues, but nothing that negatively impacted their friendship.

When Laura began observing Jennifer in her classroom during the third month, something changed in the relationship. Laura became much more authoritative and direct in her reflections of Jennifer's teaching. She continually told Jennifer what she needed to do when she made a mistake. Laura didn't really seem to be interested in Jennifer's excuses or justification for what she was doing, she seemed more interested in results. It was not uncommon to hear Laura tell Jennifer, "Here's what you should do," or "Here's what you need to do." When Jennifer asked Laura about her method of mentoring, Laura replied that she felt Jennifer needed to know what to do so she wouldn't make the same mistake twice. Jennifer began to feel like she had no independence and little decision making power in the relationship. Laura's solutions were always Jennifer's solutions.

As time passed, Laura and Jennifer seemed to be at odds with one another. As hard as Jennifer tried to work with Laura, it became more frustrating. Jennifer's self-confidence was being affected and she began to feel uncomfortable any time that she was around Laura. After a couple of months had passed, Jennifer decided that she needed to talk with the principal, who was also the mentoring coordinator, regarding the problem.

The principal was very understanding of Jennifer's situation, but was hesitant about intervening in this situation. He also explained that he couldn't really assign another mentor because they already had been assigned. The principal told Jennifer that she should just try to make the best of it and that he would support her as much as possible during the rest of the school year. Although the principal was very helpful in providing Jennifer with guidance and support, he was not always available and that had a negative impact on the quality of the mentoring process and Jennifer's anxiety and self-confidence.

Reflections on Laura and Jennifer

Matching a mentor with a new teacher or veteran teacher is not always the easiest of tasks. Successful mentoring depends in part on how carefully beginning teachers and

mentors are matched. Mentoring practices fall far short when the match is unsuccessful or if one or both of the participants are unwilling to regard mentoring as an integral part of their professional growth and practice.

Unfortunately, it is not always easy to determine if one personality is going to be compatible with another especially in Laura's case when she had never had the experience of being a mentor before. Although Laura's ability to communicate was good in the beginning stages of the mentoring relationship, it took an awkward turn when she began to direct Jennifer when they became involved in the observation stage of the mentoring relationship

It would have been helpful to Jennifer is she could have vocalized her concern to Laura about the way in which she was telling her what to do. That may have had an impact on the direction that Laura was taking with Jennifer. Unfortunately, Jennifer felt too uncomfortable about confronting Laura and so that problem was left alone. One of the results of not addressing the issue was that the problem began to define the relationship and that in effect had a detrimental impact on their mentoring relationship.

Both Jennifer and Laura did not deal with the problem-solving process in an effective way. Neither felt in the end that they were doing an effective job of communicating with one another and providing the emotional support that was needed in a mentoring relationship.

The principal's inaction was not helpful to either Laura or Jennifer. Although the principal meant well, he still was not able to provide the support that Jennifer needed because of his prior commitments and time constraints.

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Printed Name/Position/Title: Gary M. Kilburg, PhD. Thomas Hancock, PhD

Organization/Address: George Fox University
414 N. Meridian Newberg, OR 97132

Telephone: 503-554-2832 | FAX:

E-Mail Address: gkilburg@georgefox.edu | Date: April 21, 03

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