

**A MENTORING SEMINAR HANDBOOK**

**ELAINE MAHAN**

B.Ed., University of Calgary, 1972

A One-Credit Project  
Submitted to the Faculty of Education  
of The University of Lethbridge  
in Partial Fulfillment of the  
Requirements for the Degree

**MASTER OF EDUCATION**

**LETHBRIDGE, ALBERTA**

October, 1994

## Table of Contents

Acknowledgments . . . . .	i
Table of Contents. . . . .	ii
Abstract. . . . .	iii

### Section 1

Introduction . . . . .	1
Literature Review . . . . .	2
Summary of Research . . . . .	5
Overview of Seminar Topics . . . . .	7
Background Information . . . . .	9

### Section 2

Mentoring Seminar Goals . . . . .	11
Mentoring Principles . . . . .	12
Conferencing Techniques. . . . .	17
Interpersonal Skills . . . . .	26
Needs of Beginning Teachers. . . . .	31
Adult Development. . . . .	37
Evaluation. . . . .	43
Conclusion . . . . .	52

### Section 3

Appendix. . . . .	54
Bibliography . . . . .	97

## **Abstract**

Professional development is an on going process. Willman et al (1986) suggested that three essential conditions for professional growth are: autonomy, collaboration, and time. In an attempt to promote professional growth, numerous professional development programs have been initiated. One program being considered is mentoring where a beginning teacher is paired with an experienced teacher.

Research on mentoring programs stresses the importance of a well designed mentor training program. In this study, I have compiled numerous activities that can be used by mentors, interns and faculty members who are interested in learning more about mentoring. The study has been organized as a presenter's guide and includes six topics: mentoring principles, conferencing techniques, interpersonal skills, needs of beginning teachers, stages of adult development and evaluation. Each section has been developed to include: an introductory activity to set the context, background information, suggested activities and selected references.

## **Introduction**

"Come to the edge," he said  
They said: "We are afraid."  
"Come to the edge," he said.  
They came.  
He pushed ...and away they flew.

(Guillaume Apollinaire)

How applicable this quote is to the experience of a person entering the teaching profession. The experience for each beginning teacher is different. Some come to the edge and fly with few apparent problems. For them learning to soar appears to occur without evidence of struggle or difficulty. Others are not so fortunate; their flights are neither graceful nor smooth. The trauma of crashing is a reoccurring fear. For other teachers the view from the cliff is so intimidating, they opt for a profession that is more attractive. Still other beginners attempt the flight but for various reasons never learn to soar. Some become severely injured in the process of learning and exit quickly. Others experience repeated difficulty and through their own frustration or based on suggestions from a superior, they leave the flight passage.

Recent attention has been directed toward induction programs for beginning teachers. As opposed to being abruptly pushed over the edge, these teachers are given a flight instructor to watch, ask questions of, and seek advice from. One of the purposes of these programs is to ease the transition from the life as a student to life as a teacher. My purpose in developing this is to enhance the possibility of retaining good teachers in the profession by providing them support as they begin their flight.

Research by Fuller (1969) and others indicated the primary focus of first year teachers is mere survival. Finding ways to get through the demands and pressure of being in the classroom each day becomes the focal point. Although the university provides training both practical and theoretical, it is not until the neophyte stands in front of his/her own class that the realities of

what it means to be a teacher become apparent. Feiman and Nemser-Parker (1992) indicated that "no matter what preparation teachers receive many aspects of teaching can only be learned *in situ*" (p. 2). Research completed by Huling-Austin (1986) suggested that 40% to 50% of teachers leave the profession within the first five years. This suggests that relatively few teachers master anything that resembles flying in their first year. Flopping, crash landing and painful attempts might more appropriately represent the efforts of most beginning teachers.

Considering these factors there has been recent emphasis on identifying the needs of beginning teachers and establishing ways to ease the transition into the classroom setting. There have been a number of different intervention programs. One program pairs beginning teachers with experienced teachers in a mentorship program. The purpose of this program is to support the newcomer to understand the dimensions of teaching.

Odell (1990) suggested that although experienced teachers may be excellent classroom instructors, they may not have the skills and knowledge to be effective mentors. Thies-Sprinthall(1986) concluded that poorly trained mentors may pass on incorrect information. Research on mentoring indicated that preparing teachers before they assume the role of a mentor is extremely important. Little and Nelson (1990) concurred with this belief, "even the most talented, knowledgeable and energetic classroom teachers typically have had few opportunities to learn and practice skills of assisting other adults especially fellow professionals" (p. 1).

Bova and Phillips (1984) and Gehrke (1988) discovered that mentoring programs are increasing. These studies suggested that mentoring is a complex process and it should not be assumed that the process will evolve naturally. Participants need to understand the dimensions of mentoring. Preparing mentors before they assume their new role is extremely important.

## **Literature Review**

Johnston and James (1986) stated that the key ingredient for successful mentor/intern relationships was a well-organized training program.

These authors noted that training programs must provide the mentors with a clear understanding of their roles and responsibilities. The mentoring process must be understood and consideration should be given to the matching of the mentor and the intern. The mentors should have an understanding of the developmental needs of the beginning teacher. Daresch and Playko (1991) stressed the importance of creating a safe learning environment where the intern felt free to openly discuss concerns. They suggested that the mentor/intern partnership should formulate an action plan that might include planning, acting, reflecting and observing.

Research completed by Mateja (1992) recognized the importance of mentor training. Her work indicated that both the mentor and the intern should be involved in an orientation program. The responsibilities of both parties should be specified and the expectations of the mentor and the intern should be stated. This author suggested having the participants role play activities that facilitated collaborative environments as one practical application.

Odell (1990) commented that ill trained mentors may be a detriment to a beginning teacher. On the basis of this assumption she suggested that mentoring training should include concepts and practices of effective mentoring programs. This might include stages of teacher development, clinical supervision, role clarification, classroom observation techniques, conferencing skill, teacher reflection and ways to foster self-esteem.

Skaw and Rogers (1991) discovered that preparation for mentoring should include training to develop interpersonal skills, active listening strategies, questioning techniques, problem solving and decision making strategies, and ways to communicate openly and honestly.

Kamii and Harris-Sharples (1988) identified five necessary components of effective mentor/intern relationships. These included a common knowledge base, communication skills, supervision and observation techniques, information on adult learning theory and an examination of the school culture. Developing a unified base might occur by discussing strategies for effective teaching including routines, pacing, feedback, instructional models, and classroom management techniques, setting curriculum goals and

objectives, and considering alternate learning theories. These authors believe communication skills can be improved by practicing active listening, asking open-ended questions, conferencing, exploring conflict resolution strategies and identifying ways to give and receive negative information. Techniques include: observation skills, focusing on what is important and developing ways to share information to improve teaching strategies.

Million (1990) stated that mentor orientations should include program expectations, strategies to support the intern, a summary of mentoring techniques, and recognition of personal competence including feeling good about yourself. She listed seven goals that mentors should set out to accomplish. These are:

1. offer the intern guidance and constructive criticism, remain positive and use "I" statements,
2. avoid entanglements with official evaluators and do not evaluate the intern,
3. provide the intern with emotional support by helping them develop a sense of empowerment,
4. be patient, understanding and professional,
5. offer practical advice regarding management and instruction,
6. help the intern understand the dimension of the school milieu,
7. initiate regular discussion with the intern rather than waiting for a problem to arise.

Million (1990) also identified six rules for interns to follow. These include:

1. be enthusiastic about the experience,
2. have an open mind,
3. don't be afraid to ask questions,
4. meet with the mentor regularly,
5. don't be too critical of yourself, be patient and forgiving,
6. seek the support of other interns.

The ERIC Digest #7 on Teacher Mentoring (1986) suggested that there has been confusion between assessment and evaluation. As mentor/intern relations are built on mutual trust and a supportive environment, mentor should not engage in evaluation processes. A mentor's role is to offer

assistance not to judge. A second limitation of some mentoring programs has been the result of mandatory participation. Voluntary involvement has proven more successful.

Galvez and Hjernevik (1986) offered four precautions for establishing mentor/intern relationships. First, give the intern an opportunity to identify what strategies work best for him/her rather than imposing the mentor's techniques. Second, the intern should be allowed to develop a personal teaching style, not be forced to copy the mentor's style. Third, opportunities for both members to work cooperatively should be fostered and situations where the intern is a surrogate should be avoided. Fourth, the intern's growth should not be limited to the potential of the mentor.

A number of reoccurring themes of mentor training programs were suggested in the research. By combining the accumulated knowledge from current research one can identify the most common fields to be included in preparing mentors to work with beginning teachers.

## **Summary of the Research**

The ERIC data base 1993 listed 946 items on mentoring. Using the terms "mentor," "training," "teacher," "activities" and " program" limited the search to 25 articles. Each of the articles suggested activities to be included in mentor training programs. The following chart summarizes the recommendations from the 25 studies.

<u>Mentor Training Activities</u>	<u>Number Indicated in Research</u>
Observations skills	12
Conferencing strategies	7
Effective teaching strategies	7
Adult learning theory	6
Coaching skills	6
Verbal and non-verbal skills	4
Mentoring principles	4
Roles and responsibilities	4
Questioning techniques	3
Goal setting	3



Reflection	3
Techniques for working with students	3
Characteristics of beg. teachers	3
Evaluation techniques	2
Leadership strategies	2
Role modeling	2
Ways to assist teachers	2
Planning	2
Decision making strategies	2
Learning modalities	2
Active listening skills	2
Interpersonal skills	2
Clinical supervision	2
Building a collaborative atmosphere	2
Team building techniques	1
Ways to foster self-esteem	1
Stages of teacher development	1
Expectations	1
Ways to develop relationships	1
Demonstration	1
Information on parent-teacher interviews	1
Time management	1
Team building techniques	1
Techniques to identify problems	1
Curriculum development	1
Team building techniques	1
Change agent skills	1

The five items most frequently cited were observation skills, conferencing strategies, adult learning theory, effective classroom strategies, and coaching skills. These results were compared to the results of two other studies that examined mentor training programs. One was a study completed by Ware (1991) and the other was conducted by Bey (1990).

Ware's (1991) research study of mentoring programs was completed in New York State. Data for the study was collected from surveys that were sent to universities and colleges that offered a graduate training class in mentoring. These institutions were asked to identify the mentoring skills that were included in these classes. The results indicated:

<u>Mentoring Skill</u>	<u>Number of Universities/Colleges Including the Skill</u>
Reflection	15

Observation skills	14
Conferencing skills	13
Interpersonal communication	13
Clinical supervision	12
Coaching skills	10
Adult learning theory	9

The second study was a synthesis of current research on mentor training programs conducted by Bey (1990). She identified that five topics were included in mentor training sessions. These topics included information on: the mentoring process, clinical supervision, coaching and modeling skills, adult development, and interpersonal skills.

Five of the topics will be explored in this study. These are mentoring principles, interpersonal skills, needs of beginning teachers, conferencing techniques, and stages of adult development. These topics were identified in the literature as important topics to include in mentor training workshops. These topics also support the mentoring philosophy as suggested in the goals and objectives of Professional Semester III adopted by the Faculty of Education at the University of Lethbridge. Each topic will be developed to include: the rationale, suggested activities to introduce, and reinforce the concept and selected references. To reduce the possibility of any confusion concerning evaluation, a section on that topic has also been included. An overview of each of these topics has been included in the next section of this study.

## **Overview of Seminar Topics**

### **Mentoring Principles**

Mentors and interns should have a common understanding of the dimensions of mentoring. This includes: a brief history, goals, guidelines, roles and responsibilities, characteristics and stages of mentoring.

## **Conferencing Techniques**

Joyce and Showers (1981) suggested that changing and modifying teaching practice is a difficult process. However, through a process of observation, modeling, and reinforcement; teachers can support each other to become more effective by adding new strategies to their teaching repertoire. Expanding communication skills is a key area. Kamii and Harris-Sharples (1988) stressed the importance of the mentor and the intern becoming familiar with the same terminology in order to understand and focus on teaching.

## **Interpersonal Skills**

Bey (1990) and Kamii and Harris Sharples (1990) suggested that communication skills form the basis for interpersonal skills. Establishing a relationship wherein both the mentor and the intern express their feelings openly may be difficult to foster. Participants developed strategies that included: active listening, problem solving and decision making to enhance the possibilities of maintaining healthy lines of communication.

## **Needs of Beginning Teachers**

Glickman (1990) suggested that teachers proceed through various growth stages during their professional careers. Consequently, the needs of a beginning teacher may not be the same as those of an experienced teacher. When designing mentor training programs it is important to consider the needs of all participants.

## **Adult Development**

Glickman (1990) discovered that teaching performance is influenced by: cognitive, conceptual, ego, moral and personality development. It is important that mentors recognize that all adults may not be at the same stage of personal or professional development. Knowles (1990) and others identified characteristics of adult learners. Recognizing both the stages of

development and the characteristics of adult learners is important in mentoring programs.

## **Evaluation**

Ware (1992), Odell (1990), Stiggins (1986) and others have suggested that mentoring and evaluation cannot be completed by one person. A mentor's role is to develop a supportive, collegial environment that is judgment free. However, encouraging self-assessment and sharing growth experiences have been identified as activities that benefit the beginning teacher. Program evaluations are important in determining the value of mentoring programs. Program evaluation and self-evaluation strategies for the intern are considered in this study.

## **Background**

In 1992, the University of Lethbridge implemented an additional practicum, Professional Semester III, (P. S. III) to the Faculty of Education. This practicum was in addition to the three student teaching experiences that were part of the undergraduate program. "This new program was a transitional experience between the teacher preparation program and a regular teaching position. One goal of the program was to provide the undergraduate with a support system to ease the transition from the university to the classroom" (Sovka, 1993). This program would allow students to personalize their teaching by assuming the role of a beginning teacher in a school setting. To facilitate this connection, the university proposed a mentoring program between teachers working in Alberta in Zone Six and undergraduate students.

In the program, a practicing teacher (mentor) would be paired with a student (intern) for a four month period. The intern would assume total teaching responsibility for one-half of the mentor's teaching assignment. The mentor would facilitate the transition into the teaching profession. The school based administrator would facilitate the program by supporting the interactions between the intern and the mentor and by agreeing to evaluate the intern according to the school board policy.

The University of Lethbridge incorporated numerous support strategies into the program. First, more than one intern would be placed in a school setting but only one intern would be placed with each mentor. Second, the intern and the mentor would work collaboratively on a professional development project. The goal of this activity was to create an atmosphere of continual learning and to capitalize on the expertise of both members of the team, the intern and the mentor. The third support system was that a member of the Faculty of Education would meet regularly with the interns and mentors, to act as a consultant and resource person. Developing a common understanding of the dimensions of the program, and establishing a collaborative environment including all stakeholders; was a key factor in determining the success of the program.

The purpose of this study is to compile activities that could be used with mentors, interns and faculty members to extend their understanding of mentoring. The primary goal was to collect mentoring materials so they were readily accessible. The study has been organized as a workshop/seminar handbook that includes research, motivational ideas, background information and numerous activities. Six modules have been developed in this study. Each module is complete and independent of the other topics. Therefore, they can be studied in any sequential order.

The modules are: the mentoring principles, conferencing techniques, interpersonal skills, needs of the beginning teachers, stages of adult development, and evaluation. Each of these topics has been developed in four parts. The first part, setting the stage, is an activity to develop interest in the topic. The second part provides background information. The third portion includes two or three activities, that may be used to reinforce the concept. The final portion includes selected references. This information is presented as a program organizer's guide.

## **Section Two**

### **Mentoring Seminar**

Establishing a set of goals is important to develop a clear understanding of expectations. The goals identified are:

1. to introduce the mentoring concept;
2. to recognize ways mentoring can improve professional growth;
3. to acquire an appreciation of the skills needed to create a "safe" learning environment;
4. to develop a shared language so participants can communicate;
5. to explain program expectations;
6. to summarize mentoring techniques;
7. to recognize personal competence, feeling good about self, and recognizing potential value of intern;
8. to encourage participant to make linkages between past experiences and new information;
9. to facilitate the continuing growth and improved instruction of all teachers;  
and
10. to improve instruction and increase student learning.

## **Mentor Principles**

### **Setting the Stage - Tick Box (Handout Appendix 1)**

Study each statement and tick the one that is closest to your understanding, feelings, or opinions of mentoring.

<b>1A</b> Mentoring is a relatively new idea in education.	<b>1B</b> Teachers have mentored other teachers for as long as there have been teachers.
<b>2A</b> A practical definition of mentoring is an activity where an experienced teacher helps a beginning teacher learn the "teaching craft."	<b>2B</b> Mentoring can be defined as a journey by two colleagues to improve classroom instruction.
<b>3A</b> When interacting with an intern, a mentor may engage in roles similar to a friend or those of a clinical supervisor.	<b>3B</b> The roles mentors assume will differ depending on many variables.
<b>4A</b> Age, sex and teaching philosophy should be considered when matching mentors and interns.	<b>4B</b> Matching mentors and interns is not crucial because teachers interact with many different people regularly so they will be able to interact with each other as colleagues.
<b>5A</b> The mentor should not impose but wait until the intern requests assistance.	<b>5B</b> The mentor and intern should establish a regular meeting time that is convenient to both.
<b>6A</b> Mentoring relationships have been successful if they end happily.	<b>6B</b> Mentoring relationships are considered successful if both parties were able to extend their teaching strategies.

## **Background Information**

Mentoring is a complex process. Gray and Gray (1985) concluded that it is difficult to endorse a program without an understanding of its dimensions. Therefore, mentors and interns should have a common understanding of the dimensions of mentoring. This may include a brief history, goals, guidelines, roles and responsibilities, characteristics, and stages of mentoring.

## **History - My Turn**

Mentoring is not a novel concept, because applications of it can be identified in Greek Mythology in Homer's poem, *The Odyssey*. When Odysseus departed to fight the Trojan war he entrusted the care of his son, Telemachus, to a friend, Mentor. Mentor's challenge was to care for, educate and discipline every facet of Telemachus' life. Mentor chose to do this by guiding, modeling, advising and helping. A trusting, mutually respected relationship developed from this experience.

Mentoring did not begin nor end in Homer's poem. Throughout history there have been examples of successful people who have been influenced by others (Odell, 1990). Gray and Gray (1985) identified applications of mentoring in many professions. Until the late 1980's, the idea of using the accumulated experience of seasoned teachers to support beginning teachers had been unexplored (Odell, 1990). By 1989 however, a survey completed in the United States by Wilder, indicated that all but eight states had implemented a type of teacher mentoring program. Since that time considerable research has identified numerous positive results.

## **Your Turn**

1. Review the goals, guideline, roles and responsibilities of P. S. III as stated in handout. Share comments and/or concerns with a partner. (Handout - Appendix 2)



2. Think about your idea of mentoring. What assumptions do you have about entering the partnership? (Handout - Appendix 3)

### **Characteristics of a Mentor - My Turn**

Zimpher and Rieger (1988) suggested that mentoring relationships vary from a "buddy" teacher, to that of a clinical observer. Thus, the characteristics to be an "effective" mentor vary accordingly, from a more personal level to a more scientific and analytical level. The following characteristics of a mentor have been identified in current research.

A mentor is a person who:

- 1) is empathic, caring, sensitive, and warm;
- 2) is an excellent, cooperative experienced classroom teacher;
- 3) is willing to devote time to assist a new teacher;
- 4) is a reflective listener who is able to ask effective questions;
- 5) has good communication and problem solving skills;
- 6) is flexible, concerned and dedicated;
- 7) has leadership skills and motivational abilities; and
- 8) has a sense of humor.

### **Your Turn**

1. Think about someone who has been a mentor to you. List the characteristics that person possesses.
2. Silent Brainstorm -
  - Task 1 - Brainstorm all the adjectives that describe an ideal mentor.
  - Task 2 - Share your list with your partner.
  - Task 3 - Add descriptors to the "characteristics of a mentor" (Handout - Appendix 4)
3. Qualities of a Mentor (adapted from Gray and Gray 1990)

Using the handout, have the interns and the mentors rank the qualities they believe are most desirable for a mentor to possess. Ask participants to work individually first, then share their responses with their partner and then the total group. (Handout - Appendix 5)

## **Mentor Roles - My Turn**

Research on mentoring indicated that mentors play diverse roles. Their functions vary and include both personal and professional support. Personal support might include building self-esteem and taking a personal interest in the accomplishments of the beginner. Professional support might include classroom skills development, observations and conferencing, and sharing information about the curriculum, to mention just a few ideas.

## **Your Turn**

1. For a moment think of an opportunity when you helped someone with an aspect of their teaching. List some words to describe how you were able to provide assistance and how you felt about the experience.
2. Consider the words: role model, buddy, coach, advocate, sponsor, cheer leader. Write a definition of each word. As you complete the activity think about the roles mentors assume. (Hand out - Appendix 6)
3. Watch the slide presentation on the roles mentor's play (Mahan, 1994). Think of a situation when you could fulfill some of those roles.

## **Stages of Mentoring - My Turn**

Mentoring evolves from an introduction wherein the mentor could be considered as the primary source of expertise, to a stage where the beginner has developed his/her teaching style, gained confidence and is able to contribute equally. Odell (1990) refers to this as "automentors," meaning "that they are capable of mentoring themselves". However, mentoring is not a one sided event that contributes to the growth of only one person. Both the mentor and the intern benefit from most mentoring relationships. By interviewing protégés, Winstone (1986) was able to confirm that most relationships develop into long lasting friendships. "The protégé never forgets the gratitude of the gifts the mentor gave in an earlier time" (Gehrke 1988, p. 43).

## **Your Turn**

1. Using the chart of the stages of mentoring, identify two behaviors that may be present at each stage. (Hand-out Appendix 7)
2. Memory Box - In groups of four, share a story of a mentoring relationship. Think about how the relationship started, developed and ended. If the relationships did not end happily, identify possible reasons.

## **Selected References**

Kling, R. E. & Brookhart, D. A. (1991). Mentoring: A review of related literature. Paper presented at the Colorado State University (ERIC ED 346 095).

The article is an overview of mentoring in the United States that was prepared from 23 primary research studies, an ERIC data base search, and by attending the Annual Conference on Mentoring. The topics discussed in this review are: the role of induction support programs for new teachers, what mentoring is, mentor's roles, characteristics of effective mentor/protégé relationships, the role of administrative personnel, common goals, and the stages of mentoring. The author provided a list of recommendations and selected references.

Kilcher, A. (1991). Mentoring beginning teachers. Orbit, A Publication of the Ontario Institute for Studies in Education, 22 (1), 18-19.

This article is a summary of mentoring that agrees with the philosophy of P. S. III. The Canadian author prepared an easy-to-read, short overview of mentoring. This is not a research paper and the author's opinions are not substantiated with references. However, the opinions stated support the rationale of professional semester three.

Odell, S. J. (1990) Mentor teacher programs: What research says to the teacher. National Education Association, Washington, DC: National Education Association. (ERIC ED 323-185).

In this article, Sandra Odell reviewed the current research on mentoring. The rationale for mentoring and program goals were provided. The author suggested that mentoring could be defined as providing beginning teachers with a structured and supportive entry into the profession that would ease the transition from being university students to becoming accomplished teachers.

Odell suggested that mentors assume the roles of: teacher, sponsor, host, counselor, supporter, guru and advisor; to assist beginning teachers in coping with the challenges of starting their careers. Odell identified effective mentors as: unselfish, cooperative, wise, caring, and committed. Mentors need to understand the stages that beginning teachers go through, and be able to provide the support that will guide beginners to higher levels.

The author suggested that training of the mentor is also important. A poorly trained mentor can have a negative influence on the beginner. The mentoring process should be a structured learning experience, and needs to incorporate the concepts and practices of effective mentoring.

The article provided a list of possible activities to be included in a mentoring training program. This included information on: the stages of teacher development, the concerns and needs of beginning teachers, clinical supervision, teacher induction, classroom observations, conferencing, classroom management, teacher reflection; social mediation, and ways to foster self-esteem. The benefits of mentoring go beyond the beginning teacher; therefore, mentoring is a way to improve schools.

## **Conferencing Techniques**

### **Setting the Stage - Group Discussion**

To introduce the topic of conferencing, a presenter could have participants complete a brainstorming activity. This could be done by following the

procedure suggested. Put the following words on chart paper or overhead transparencies: communication skills, "I" messages, non verbal communication, conferencing reflection and leadership styles. Divide the large group into six small groups. Give each group one of the topics. Ask each group to record their understanding of the topic and to be prepared to share their thoughts with the large group.

## **Background Information**

Adler and Towne (1990) suggested that communication skills are the foundation of relationships. Developing communications techniques is critical in all dimensions of mentoring. In this study, conferencing techniques include three components: communication skills, coaching principles, and leadership styles.

## **Communication Skills**

### **Active Listening - My Turn**

Communication involves getting a message across as it was intended. Using concise clear language is important, since what we say and do is open to interpretation, and we frequently say one thing but mean something else. Therefore, it is important to use language that people understand.

Communication is a two way street. Listening is an attempt to understand the messages others send. Communication requires your ears, eyes and heart. Effective communication is based on being able to listen, ask open-ended questions, conference, give and receive negative information, and conduct conflict resolution. Effective communication involves using the correct mechanics including clear, understandable language and being attuned to good human dynamics.

Communication can be synergistic, which means each comment is built on the previous comment, as opposed to two people having independent conversations. Recognizing the person speaking, acknowledging what has been said, and endorsing in some way the statement that has been made, are

ways to improve communication. Active listening, using "I" messages, and observing nonverbal clues are additional ways to facilitate communication.

Active listening is one way to enhance the possibility of having a message interpreted as intended. This involves: paying undivided attention, watching for nonverbal communication, remaining non-judgmental, asking questions for clarification, not giving unsolicited advice or opinions, and paraphrasing what has been said to ensure accurate meaning.

### **Your Turn**

1. Think about a time, that you are aware of, when the message you were sending was not received or interpreted in the intended way. Identify possible reasons.
2. In groups of two, have one person explain something that has happened to him/her in the last twenty-four hours. Have the second person listen to the message and confirm understanding by restating the message.
3. You returned home after work and discovered a full container of milk on the table. This is the fourth time this month you have had to replace sour milk. How will you handle this situation? Have one person assume the role of the parent and two people take on the siblings' roles. Listen to the messages presented. Talk about communication strategies used.
4. Watch the Magic Lantern Video Collection - "Peer Coaching - Active Listening", Part 4 of 5. (This video covers the following topics; promoting conversation, keeping conversation going, nonverbal communication, and clarifying communication.)

### **"I" Messages - My Turn**

Using "I" messages is one way to convey the message and reduce defensiveness. "I" messages include three parts. The first part describes the other person's behavior. The second part states your feeling and is followed by the consequence the other's behavior has for you. Some examples of "I" messages are:

"I have trouble hearing what Steven is saying when you and Cathy are talking and I am afraid I will not understand what he wants to tell me if I cannot hear."

"When you talk on the phone for so long, I think it is unfair because other people may want to use the phone or be waiting for phone calls."

Adler and Towne (1989) suggested it is difficult to initiate "I" messages as the language seems artificial and when one is angry it is difficult remember the correct words and not to revert to "you" language. Although using this strategy may be awkward initially, once the strategies of using "I" messages become familiar; they are more complete and honest and less defense arousing.

### **Your Turn**

1. You are upset because someone has removed your hair brush from the bathroom. Write an "I" message to express your feelings.
2. At your school, two people share lunch time playground supervision; each person is to be outside for twenty-five minutes. However, for the last three weeks your partner has been late each week. You have been outside for thirty, thirty-five minutes and thirty-three minutes. You do not feel this is fair. In pairs assume the two roles and use "I" messages to convey your feelings.
3. Reword the following "you" messages, so they are less offensive, but express your opinion. (Hand-out - Appendix 8)

This is still wrong. Just slow down and think about what I told you and you will get it right.

Stop bouncing that ball in the hallway!

Who was the last one to use the gym storage room? You people should be ashamed to leave this school in this condition.

Your reports are never on time. Do you have a problem meeting deadlines?

All you eat is junk food. You are going to be sick if you don't start eating something nutritious.

## **Nonverbal Communication - My Turn**

Nonverbal communication is another important aspect of communication. Adler and Towne (1989) defined nonverbal communication as those messages that are expressed in ways other than in linguistic terms. Paying close attention to nonverbal clues is one way to gain understanding about the intended message. Posture, proximity, facial expression, and gestures can provide nonverbal information.

### **Your Turn**

1. In groups of two, try not to communicate with your partner for one minute. Discuss observations, feelings and thoughts.
2. Sit back to back with a partner, carry on a conversation without looking at each other. After two minutes, carry on the conversation while looking at each other. Discuss observations, feelings, and thoughts.
3. Red Light, Yellow Light, Green Light (Hand Out Appendix 9) (Adapted from Gray, 1993)  
Nonverbal clues convey a message. Messages of acceptance give a green light to continue. Messages of uncertainty or confusion suggest one should proceed with caution, or check for understanding, and give a yellow light. At other times disapproval is conveyed by the red light signals. Communication is affected by these nonverbal clues. In the space provided, think about behaviors that could represent "red" "yellow" or "green" signals to your partner.

## **Coaching Principles**

Coaching should not be confused with evaluation. Showers (1985) stated that coaching and evaluation cannot occur concurrently. Coaching does not end with a final evaluation. "The evaluation of teachers typically implies



judgment about the adequacy of the person, whereas coaching implies assistance in the learning process" (Showers, 1985, p. 234). In the coaching environment, teachers are encouraged to take a risk, to try new strategies and to experiment. Garmston (1987) identified three types of "coaching." The first one, "technical coaching" is the most widely known through the research completed by Joyce and Showers .

Coaching capitalizes on the importance of having the support of a colleague in this process. As mentioned earlier, change is not easy. Adding or modifying coaching strategies can be cumbersome, uncomfortable, slow, and less effective than familiar strategies. Frequently incorporating new techniques into the teaching repertoire requires repeated attempts and a great deal of effort. Working together the two professionals observe one another, as they try to adapt their teaching practice. Working together in a collegial manner provides an opportunity for feedback in non judgmental, informational terms; emotional support and encouragement; and additional suggestions on how to apply the skill to the classroom.

### **Coaching - My Turn**

Coaching techniques can be accommodated naturally into mentoring programs. Mentors and interns have an ideal opportunity to support and encourage each other. As the experienced teacher models strategies for the intern to observe, both participants benefit. The intern is able to observe effective strategies and the mentor is able to rethink and restructure strategies that have been incorporated into his/her teaching style. The discussion that follows the observation can provide feedback for both. As the intern experiments with the new strategy, the mentor has an opportunity to provide support and encouragement.

### **Your Turn**

1. Watch the video "Karen's Challenge" from the set of videos Mentoring the New Teacher, ASCD (1994). How could you use coaching techniques to help the beginning teacher?

2. **Work with your partner to complete two activities; the conference checklist for mentors, and the positive - negative communication checklist. As you complete these activities think about how you will incorporate these ideas into your partnership. (Hand-out - Appendix 10)**
3. **Think of one situation wherein you were able to help a colleague using the techniques of coaching. List the strategies you used.**

### **Reflection - My Turn**

**Garmston (1987) identified a second type of coaching as "collegial coaching" which focused on reflection and communication between teachers about teaching. Dewey and Mead believed reflection has little value in isolation. For these researchers, the true value of reflection is in the potential to handle the next action, interaction, or conflict. Schon (1987) refers to reflection-in-action as "learning to think like a teacher and make new sense of uncertain, unique or conflicting situations of practice" (p. 39). Ross (1990) summarized this opinion by stating "reflection is a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices" (p. 98).**

**Reflection is an opportunity for teachers to talk about teaching. Initially it may be awkward, uncomfortable and require a great deal of effort, because educators are required to step back and think about their practices. They must unpack the terminology used and talk about what happens in their classrooms. Grimmett et al. (1990) suggested that reflection "requires one to examine and reflect on the underlying assumptions, norms and rules that constrain and shape practice" (p. 32).**

**Wildman et al. (1990) discovered that some conditions enhance the possibility of reflection being a successful activity. These include: a shared conception of teaching, a common belief about students, available time to think and work together, close physical proximity, and a shared personal and professional respect. Although, reflection is an important tool for teachers' growth, frequently it does not happen in the school context. These authors stated three reasons why some teachers do not engage in a reflective process. These**

include the fact that reflection requires a degree of personal risk, and requires a considerable time commitment, and a lack of systematic knowledge on how to proceed.

Systematic reflection is a learned activity. It requires individuals be sensitive in the way they look at and talk about teaching, maintain a positive attitude toward inquiry and develop a self-analytical approach (Wildman et al. 1990).

### **Your Turn**

1. Watch the video, "Julie's Jam", from the set of videos, Mentoring the New Teacher, ASCD (1994). How did the mentor help Julie to reflect on what had happened?
2. Vignette - See Appendix 11
3. Pictionary - Divide the total group into teams of six to eight members. Give each group a large pad of paper or an overhead projector and a set of cards. The object is to have one member of the team select a card and convey the message on the card to the rest of the group using visual clues only. Have the group record each statement attempted. Share the list with the total group at the end of allotted time. See Appendix 12 for sample statements to be given to each group.

### **Leadership Styles - My Turn**

Glickman (1990) noted the importance of considering the individuality of the teacher in the process of coaching. Each teacher lives a different context that is affected by his/her personal life history; present situation, including home and work environments; and future plans. To assume each individual is the same and consequently will respond to similar leadership styles is inconsistent with current thought. The leadership style the mentor feels comfortable with, may not be compatible with the intern's style. It is important, to identify leadership styles to reduce possible tension that could result in misunderstanding.

## **Your Turn**

1. Gray and Gray (Handout - Appendix 13)
2. Gregorc (Handout - Appendix 14)

## **Selected References**

Adler, R. B. & Towne, N. (1989). Looking Out Looking (6th ed.). Holt, Rhinehart and Winston.

This is a textbook for college students who are learning about communication. The emphasis of the book is on experiential learning. New material is connected with past experience and there are opportunities to apply the new information.

The book is divided into three parts. Part one explores dimensions of effective communication including self-concept, perceptions, and emotions. Part two focuses on language and non verbal communication strategies. The last section discusses improving communication and resolving conflicts. This is an informative book with numerous practical strategies.

Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Association for Supervision and Curriculum Development. Alexandria, VA: (ERIC ED 337 881).

This booklet was prepared for ASCD to explain the dimension of peer coaching. The first section includes definitions, guidelines and an example of one process of peer coaching. The second section has information on conferencing strategies, communication skills, contextual factors, and resources. The role of a mentor is suggested in the first section.

Scott, B. (1988). Interpersonal communications: A human relations practicum training module VIII. Department of Education. Washington, DC:

The information presented in this paper was used in a workshop that was designed to help participants improve their interpersonal communication skills. The trainers' guide includes activities, transparencies, and handouts. The topics included are: principles of communication, the effect of verbal and nonverbal communication, and strategies to enhance communication. The author suggested using case studies to initiate discussion and develop communication skills.

## **Interpersonal Skills**

### **Setting the Stage - Sherlock Plant**

A presenter could use a problem solving activity that requires participants to work cooperatively, to introduce interpersonal skills. Sherlock Plant is an example of an activity that encourages participants to work together to solve a mystery. Communication skills, problem solving, decision making and questioning strategies must be used to solve this case.

Sherlock Plant (Adapted from Hyman, R. 1986. School Administrator's Staff development Activities Manual ) (Handout - Appendix 15)

#### **Procedure:**

1. Divide the large group into groups of five or six. Ask one person to be the observer.
2. Distribute copies of the scenario and an envelope with the clues that have been cut in individual strips. Ask participants to read the scenario carefully. Have the observer randomly pass out the clues to the participants in their group.
3. Review the rules: - organize your group as you please
  - share all clues with the group
  - you may only share clues by reading them aloud and discussing them
  - you may not swap clues or show them to anyone

- your group must answer all five questions. You will be told if your set of answers is correct or incorrect. It's all or nothing (p. 99).

4. As groups solve the mystery, check their solutions with your answer key.
5. Debrief about the activity. How does this activity apply to mentoring and to teaching?

### **Background Information**

As suggested in the communication section, keeping positive lines of communication open is extremely important in mentoring. Mentors may need skills beyond being patient and being willing to listen. As trust relationships develop, mentors and interns will be faced with complex situations that require appropriate action. At times disputes arise and finding ways to ease the tension is important. Although teachers ask and answer questions, make decisions and solve countless problems each day; it should not be assumed that these skills will be readily transferred to working with a colleague. Christensen (1991) recognized the importance of providing systematic training to develop interpersonal skills that included: questioning, problem solving, and decision making strategies.

### **Problem Solving - My Turn**

Christensen (1991) suggested that helping another person solve a problem requires actively listening, discussing concerns, setting goals, and linking past experiences to new settings. Critical thinking and creative thinking are dimensions of problem solving. Critical thinking involves analyzing the problem, searching for evidence, and reaching a conclusion. This differs from creative thinking because in critical thinking there is only one solution.

Creative thinking involves generating new ideas to solve problems. This is commonly utilized in classroom settings, since most problems are open-ended and have more than one solution. Creative thinking involves: identifying the problem, describing it, searching for solutions, exploring possible strategies, deciding on an action plan, and considering the solutions ramifications.

## **Your Turn**

1. **Chocolate bar activity** - In groups of four solve the following problem.  
Your mother gives you one-half a chocolate bar. You share your portion with three friends. Before you eat any you decide to cut your new portion in two. How much of the total chocolate bar is one of these pieces?

How did your group solve the problem? What strategies did you use?

2. Watch the video, "Beth's Quandary", from the set of videos Mentoring the New Teacher, ASCD (1994). How could you help Beth solve her problem?

3. **Fish Bone Activity**

The purpose of this activity is to dig below the surface of the problem. The first step is to write down the problem as clearly as possible. Ask "Why" and write down the answer. Continue to ask "Why" four additional times. Write the answer to each question before writing the next question. Often the focus of the problem changes as questions are asked and answered.  
(Hand-out - Appendix 16)

## **Decision Making - My Turn**

Greenwood and Parkay (1989) suggested that teachers need to consider the decision making strategies they use. These authors recommended a six-step decision making model:

1. Examine the situation and decide to deal with it.
2. Gather data to be examined further and identify the nature of the situation.
3. Interpret the data.
4. Arrive at a decision by generating alternatives and choosing among them.
5. Examine the decision for consistency and feasibility.
6. Execute and evaluate the decision (p.7).

Utilizing this model allows decisions to be formulated based on a systematic procedure as opposed to being based on personal belief structures.

## **Your Turn**

1. Consider a decision you have had to make in the last 24 hours. What strategies did you use to make your decision?
2. Use the six-step model to make a decision for the vignette provided. (Hand-out Appendix 17)

## **Questioning - My Turn**

Teachers are familiar with the importance of asking their students appropriate questions to elicit the desired information. With the current interest in student assessment, there has been renewed attention on the types of questions asked and the thinking processes involved to arrive at the answer. Asking open-ended questions that require higher levels of thought have become a focal point for teachers. Bloom's Taxonomy has been revived.

Questioning techniques can be utilized in two ways. The first way involves students. Mentors and interns can work collaboratively to expand their questioning strategies. The second way is to incorporate questioning skills in conversations. Frequently, individuals "jump in" too soon, or feel they must answer the question, when asking another or different type of question may have been more helpful.

## **Your Turn**

1. Working with your partner, use Bloom's Taxonomy to write a question that you could use with your class to address each level of questioning. (Hand-out Appendix 18)
2. Watch the video, "Steve's Struggle", from the videos Mentoring the New Teacher, ASCD (1994). Identify the type of questions that Steve's mentor asked. (Hand-out Appendix 19)



## **Selected References**

Clift, T. C., Houston, W. R., & Pugach, M. C. (1990). Encouraging Reflective Practice in Education. Columbia University, NY: Teacher College Press.

The book is a collection of articles by different educational proponents who have written on the topic of reflection. The different conceptions suggest that reflection is a complex activity that is not perceived in the same manner by all readers. The book is divided into three sections. The first section attempts to create an understanding of the reflection. The second section includes examples of programs that were designed to encourage reflection. The last section discusses the importance of using reflection as a method of inquiry into personal teaching practice. Six conclusions were drawn from the information presented in these articles.

Greenwood, G. E., & Parkay, F. W. (1989). Case Studies for Teachers' Decision Making. NY: Random House.

This book provides a collection of case studies that have been prepared based on actual school situations. The purpose of the book is to help educators develop decision making strategies. The authors believe teachers make countless decisions daily, but frequently they do not apply consistent strategies to arrive at the decision.

The book begins with the rationale for developing decision making strategies, followed by a sample case study. Readers are asked to use the model provided by the author to determine how they would handle the situation. This is followed by suggestions from the authors. The remainder of the book is comprised of case studies that could occur in the school context. The authors believe a systematic method for handling decision making can be developed through repeated application of the decision making model. The numerous case studies provide opportunity for repetition .

Christensen, L. M. (1991). Empowerment of Preservice Educators Through Effective Mentoring. Paper presented at University of Alabama, Alabama, Al... Department of Education. (ERIC ED 338 614)

As an assignment for a class at the University of Alabama, the author prepared this overview of mentoring. Included in the review are: objectives, duties of the supervisor, types of supervision, stages of teacher development, strategies to develop problem solving, decision making techniques, questioning skills, evaluation strategies, and implications for mentors.

The author identified activities that facilitate beginning teacher's growth. If beginning teachers are to be retained in the profession, it was suggested that they should be assisted in developing techniques and skills that move them from the survival stage to the mastery stage (Fuller, 1975). Problem-solving, decision-making, questioning, and evaluation were suggested as possible activities that may benefit beginning teachers.

Providing a nurturing environment, to promote growth and encouragement through reflection and refinement, was recommended as a key component. The importance of relying on the expertise of experienced teachers to provide effective models (Goodlad, 1990) was also recommended. The author cited the fact that beginning teachers need support, feedback, and time to develop.

## **Needs of Beginning Teachers**

### **Setting the Stage - Diagram**

The following activity has been suggested as one way to engage participants in thinking about the needs of beginning teachers. Divide the large group into groups of four. Ask participants to look at an overhead projection of the diagram.

Beginning Teachers Needs		
<b>Professional</b> <ul style="list-style-type: none"> <li>• System Concerns</li> <li>• Policies &amp; Procedures</li> <li>• Roles &amp; Responsibilities</li> <li>• Community Values</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>• Observations &amp; Feedback</li> <li>• Resource &amp; Material</li> <li>• Classroom Organization</li> <li>• Management/Disciplines</li> <li>• Lesson Planning</li> </ul>	<b>Personal</b> <ul style="list-style-type: none"> <li>• Emotional Support</li> <li>• Friendship</li> <li>• Encouragement</li> </ul>

In the small groups discuss the relevance of this diagram.  
(Appendix 20).

### **Background Information**

Johnson and Ryan (1983) identified that over the past five decades considerable research has been completed on the needs of beginning teachers. The primary focus of this research has been to identify the problems beginning teachers experience and attempt to find solutions. Although there is consistency in the information derived from these studies, educators have been unable to use the results to improve working conditions for beginning teachers.

McEvoy and Morehead (1990) identified the needs of beginning teachers: classroom management, instructional strategies, student evaluation, location and development of learning materials, interaction with parents, and emotional support. Howey and Gardner (1983) added discipline, communication skills, lesson planning, and student evaluation as primary concerns.

Covert, William, and Kennedy(1990) completed a correlation study comparing the needs of beginning teachers in Newfoundland to the needs of beginning teachers in other areas. He surveyed beginning teachers in Newfoundland to identify their perceptions. The six topics that were identified as the most

concerning to beginning teachers were: classroom discipline, student interaction, instructional management, resource utilization, and student evaluation.

Houston & others(1990) interviewed 300 beginning teachers regarding problems they experienced in their first year of teaching. The following problems were of the most concern: the amount of paperwork, the lack of personal time, the lack of adequate materials and equipment, managing instructional time and classroom activities, personal financial problems, student motivation and involvement, parent cooperation, and student evaluation.

### **Your Turn**

1. Using the diagram from the setting the stage activity, create a mind map to suggest activities that might assist the beginning teacher. (Hand-out Appendix 20).
2. Considering the needs of beginning teachers, list strategies that you might use to alleviate problems. (Hand-out Appendix 21).
3. Johari's Window (Adapted for Little and Nelson, 1990) (Hand-out Appendix 22).

### **Ways a Mentor Can Assist the Intern - My Turn**

Houston(1990) asked beginning teachers to make suggestions on how their first year could have been improved. The following recommendations were identified. Mentors should:

1. have regular scheduled meetings with the intern at least once a week,
2. be proactive in the relationship by offering assistance rather than waiting to be asked,
3. listen and be supportive,
4. share specific ideas and instructional materials with the intern,

5. assist the intern in writing lesson plans and long-range plans,
6. observe the intern frequently and provide constructive feedback,
7. assist the intern in designing and implementing good classroom management processes and effective discipline.
8. help the intern to become familiar with school rules, policies, and procedure.

Driscoll, Peterson, and Kauchak (1988) discovered that beginning teachers desire feedback about their teaching and concrete assistance. Ninety-three beginning teachers were asked to rate the functions mentors perform. Being a source of ideas, being accessible and understanding and offering assistance on classroom management were identified as things that were most helpful to beginning teachers.

Feiman-Nemser and Parker (1992) asked beginning teachers about the most important functions that their mentors performed. They identified four activities. The most important was availability, just being there to provide support. This included moral support, material support, friendship support, and classroom support. Having the mentor remain non-judgmental was identified as another important factor. One intern commented "Because they don't evaluate you, you can talk honestly to them." A third function was that mentors offer specific advice such as giving specific suggestions on discipline procedures and curriculum content. They provided temporary help, especially when things are not going well. The following chart summarizes the information from three studies.

	Houston	Driscoll, Peterson, and Kauchak	Feiman-Nemser, Parker
Have regular meetings	•		•
Be proactive	•		
Listen and be supportive	•	•	•
Share specific ideas	•	•	•
Assist with planning			
Observe and provide feedback	•	•	
Assist with discipline and classroom management	•		
Explain the school milieu	•	•	
		Become a friend recognize and address needs	•
		Invite intern to observe the mentor's teaching style	

### **Your Turn**

1. Using the suggested activities that interns considered most important, identify ways you might be able to meet these concerns. (Hand-out Appendix 23).

2. Complete the Protégé Needs Inventory by Gray and Gray (1990). (Hand-out Appendix 24).

### **Selected References**

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research. Summer, Vol. 54, (2), 143 -178.

Veenman (1984) completed a synthesis of the current research of the perceived problems of beginning teachers. The results from the 83 studies in his research indicated the eight most frequently perceived problems were: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of classwork, insufficient materials and supplies and dealing with problems of individual students.

Covert, J., Williams, L., & Kennedy, W. (1991). Some perceived needs of beginning teachers in Newfoundland. The Alberta Journal of Educational Research, 37 (1), p 3-17.

Covert, Williams, and Kennedy (1991) compared current research on needs of beginning teachers with problems experienced by beginning teachers in Newfoundland. Their research revealed three unanticipated findings. Problems were associated with difficulty in teaching in rural areas such as lack of supplies and multi-grade classes, other problems related to attaining a job, and concerns about the rights of the teacher concerning special situations such as child abuse.

Odell, S. J., Loughlin, C. E. & Ferraro, D. P. (1987). Functional; approach to identification of new teacher needs in an induction context. Action in Teacher Education, 8 (4), 51 -47.

Odell, Loughlin and Ferraro (1987) identified that the data for many needs assessment research studies was gathered through questionnaires. For their research study, they examined needs of beginning teachers by tabulating the

questions new teachers asked other teachers. For the study, support teachers were asked to record the questions 19 beginning teachers asked. The questions were categorized into the following groups: instructional, system, resource, emotional, management, parental, and disciplinary. The conclusion indicated, the type of questions asked, changed as the year progressed. The authors recommended that mentors provide support in managing the students at the beginning of the year, and followed this by information regarding parent-teacher conferences. By the middle of the year beginning teachers were concerned with instructional strategies.

## **Adult Development**

### **Setting the Stage - Checklist**

Researchers have identified seven principles of adult development. Consider these seven principles of adult education. Rate how important these principles are to you when you attend a professional development activity. Indicate your response along the continuum scale. (Adapted from WOW Feedback, by HP Training Works, Edmonton, Alberta)(Handout - Appendix 25)

### **Background Information**

Professional development activities have traditionally adopted procedures similar to those used with students. Although, there have been numerous accounts of the shortcomings of such practices, changing conventional methods have been relatively slow. Brookfield (1991) suggested a possible reason for this may be, that more is known about how animals and children learn, than about the ways in which adults learn. Knowles (1990) noted that if program facilitators wish to have an impact on adult participants, they must consider elements of adult development.

Knowles (1990) identified five assumptions of adult development that differ from pedagogical assumptions. The first assumption is the need to know. Adults need to know the rationale for learning the new information. The second assumption is related to self-concept. As a person matures, he/she



becomes self-directed and desires to control their professional growth. The third assumption is that a mature person has accumulated a growing reservoir of experiences that provides a resource for learning. The fourth and fifth assumptions concern time. Adults' time perspective changes and their readiness to learn new material is contingent on their needs.

Hutto (1991) discovered that adults are insecure about new learning situations and are resistant to change. They are afraid of falling behind in the fast-paced technological world, yet do not want to make mistakes. They will learn new material, if they see it will benefit them in some way, and, if they believe they can change. Adult learners frequently have specific learning objectives in mind, are serious about the new learning situation, and do not take learning lightly. They are generally short on enough time to get everything done. Adults need to be involved in evaluating their own progress. These ideas were supported by Wood and Thompson (1980).

Nine principles of adult learning were identified by Wood and Thompson (1980).

1. Adults will learn the goals and objectives of learning activities which are considered by the learner to be realistic, related, and important to the specific issue at hand.
2. Adults will learn, retain, and use what they perceive as relevant to their immediate personal and professional needs.
3. Adults need to see the results of their efforts and have frequent and accurate feedback about the progress, that is being made toward their goal.
4. Adult learning is highly ego involved. When a person is unsuccessful at a given learning task, it is likely that he/she will take it as an indication of personal incompetence and failure.
5. Adults always come to any learning experience with a wide range of previous experiences, knowledge, skills, and competencies.

6. Adults want to be the origins of their own learning and they wish to be directly involved in the selection of learning objectives, content and activities.
7. Adults will tend to resist any learning experience that they believe is either an open or implied attack on their personal or professional competence.
8. Adults reject prescriptions by others for their learning.
9. Adult motivation comes from the learner and not from any external source. (p.77)

### **Applying Adult Learning Concepts to Mentoring - My Turn**

As stated earlier, mentoring is a partnership of two colleagues. The needs and interests of both parties must be considered. Methods to facilitate growth for both the experienced teacher and the beginning teacher must be taken into account. Developing an understanding of the personal qualities of each person must be established in order for a collegial relationship to form.

Brookfield (1986) identified four characteristics of the adult learner. The first characteristic is that adults have multiple roles and responsibilities. Second, they have accumulated many life experiences. Third, they pass through a number of developmental phases including physical, psychological and social; also they experience anxiety and ambivalence in their orientation to learning.

### **Your Turn**

1. Using the handout (Appendix 26) compare your life with the suggestions from Knowles (1990, p. 143). Share your findings with your partner.
2. Visual Representation - Divide large group into groups of three or four. Give each group a characteristic of adult learners. Several groups may have the same topic. Ask group members to develop their ideas on the topic in a visual representation and discuss with the large group. Provide paper and markers. (Hand out - Appendix 27)

**Adults have multiple roles and responsibilities.**

**Adults have accumulated many life experiences.**

**Adults pass through developmental phases physically psychologically, and socially.**

**Adults experience anxiety in learning new material.**

### **Implications for Mentors - My Turn**

Hutto (1991) suggested that when the mentor and the intern confer, the mentor should remember five details. These include: allow time to listen to the intern's ideas, communicate a positive value for the intern's experience even though it may be limited, give reasons for any suggestions made so that the suggestions are meaningful, work with the intern to identify specific behaviors that the intern wants to focus on, and contribute to the professional development of the intern by encouraging reflection and self-criticism.

### **Your Turn**

1. **Readers' Theatre Activity - Divide large group into groups of three or four people. Have each group select one of the suggestions for mentors. Ask the groups to write a script for a short readers' theatre play involving a mentor and an intern. The script should demonstrate how the mentor could use one of the suggestions listed below. Ask for volunteers to share their script. (Be prepared for no one to volunteer! Remember the process is most important.)**

**Suggestions for mentors:**

**allow time to listen**

**acknowledge the intern's past experiences**

**help the intern identify areas to focus on (intern selects area rather than accepting the area selected by the mentor)**

**encourage self-reflection**

**offer support**

## 2. Strength Detector (adapted from Dr. Gary Fenstermacher, suggested in Little and Nelson, 1990)

The purpose of this activity is to help individuals recognize the strengths they have. Divide the large group into groups of three. Ask participants to select people they do not know well. The person facing nearest to north is the **Strength Detector** and attempts to find out the strengths of the person sitting across from him/her the **Subject**. The third member of the group is the **Detector Helper** and helps the detector whenever possible.

The detector looks for strengths that are valuable to education. Any skills, attitudes, abilities, experiences, philosophies, that may be valuable to a teacher are sought. The detector may not deny any strengths identified by the subject but may draw positive conclusions from the comments made. The detector's job is to ask questions and probe for indications of skills and abilities in an attempt to identify as many strengths as possible in five minutes.

The detector's role should change after five minutes to allow each member to assume all three roles. Strengths should be recorded and given to the individuals at the end of the session. (Hand out - Appendix 28)

### **Precautions - My Turn**

Hutto (1991) discovered some factors that were perceived to be restraining by beginning teachers. These included: lack of time, lack of administrative support, lack of material, lack of training or information about the program and a lack of commitment. Mentors that were viewed as being too busy, having bossy attitude, or having conflicting personalities were perceived negatively.

## **Your Turn**

### **1. Conversation stoppers (adapted from work by Dr. C. Campbell)**

There are numerous reasons why some conversations are stopped. The speaker's intent in a statement may not have the same impact on the receiver. Use the examples provided in the appendix to identify: the possible intent of the speaker, the possible impact on the listener, the conversation stopper and alternatives that may have kept the conversation going. (Hand out - Appendix 29)

### **2. Mind Map**

Overprotection, mentor inflexibility, lack of communication, lack of time, and conflicting personalities have been suggested as possible reasons for mentoring relationships ending unhappily. With your partner, develop a mind map of suggestions on how to overcome possible pitfalls in your relationship. (Hand out - Appendix 30)

## **Selected References**

Brookfield, S. D. (1986). Understanding and Facilitating Adult Learning. San Francisco, CA, Jossey-Bass.

This textbook explains how adults learn. The twelve chapters provide a review of the current research concerning: adult learners, learning styles, the self-directed learner and possible difficulties that learners encounter. The author gives suggestions for facilitating self-directed learning and structuring programs that are based on the learners' needs. Five models of evaluation are compared in the last chapter.

Knowles, M. (1990). The Adult Learner a Neglected Species . (4th ed.) Houston, TX.

One of the prominent researchers in adult development is Malcolm Knowles. His book, The Adult Learner a Neglected Species (Fourth Edition), is a compilation of fifty years of research on how adults learn. It explores theories of learning and principles of human resource development. The five chapters in the book are referenced with extensive studies. The appendix includes practical examples of adult development, information on related topics including brain theory, and suggested application ideas. This book is a practical reference book.

Dreyfuss, G. O., Cistone, P. J., and Divita, C. (1992). Restructuring in a large district: Dade County, Florida. In C. Glickman (Ed.) Supervision in Transition. Yearbook of the Association for Supervision and Curriculum Development.

This article provides an account of a restructuring program in Dade County, Florida. It is based on the premise that improvement education will occur when school cultures undergo restructuring and transformation. The premise is that the roles, relationships and interaction of individuals must change before any improvement can happen. The Dade County administrators attempted to restructure the educational system by implementing school based management and shared decision making. The primary emphasis of the restructuring was on professionalism of teaching.

The program was developed based on the principles of: quality improvement, adult learning, reflective practice, human motivation and organizational development. The results suggested that "empowered professional educators are finding schools to be more satisfying work places and more productive learning environments for children" (p. 95).

## **Evaluation**

### **Setting the Stage - Mock Interview**

Evaluation is a complex process that frequently creates anxiety. Conducting a mock interview is one way to initiate a discussion on evaluation. Divide the large group into small groups (4 - 6). Give them 5 to 10 minutes to generate

questions they have about evaluation. Ask for a volunteer to interview you, using the questions the small groups generated, or conduct a question and answer period, allowing a member from each small group to ask a question about evaluation.

### **Background Information**

Within the last five years evaluation in teacher education has become a popular topic of research studies, university classes, journal articles and conferences. The terms 'assessment', 'evaluation' and 'judgment' have been discussed. At times these three words are used interchangeably. Perrone (1991) defined the word 'assessment' as the process of gathering information and using the information to interpret proceedings. 'Evaluation' is the judgment that is made based on the information known (Perrone). Scriven (1967) as noted in Worthen and Sanders (1987) identified two separate forms of evaluation. He distinguished these as formative evaluation and summative evaluation.

Worthen and Sanders (1987) explained formative evaluation as evaluative information for the purpose of improvement. Formal evaluation, provides immediate feedback, is on-going and is a way to modify and revise current practice. The focus is on improvement throughout the learning process. Summative evaluation is usually completed at the end and judges worth. Decisions such as continuation and termination are based on summative evaluation.

Sharp (1993) suggested that evaluators need to consider, what they want to know before they determine the questions to be asked. Evaluating the effectiveness of mentoring programs, and evaluating the professional growth of the beginning teacher are not the same function and require different skills. Issues regarding both personal growth for the intern and information about program evaluation are addressed in this section.

Research completed by Gray and Gray (1985), Odell (1990), Stiggins (1986), and Ware (1992) suggested that mentoring relationships can not be built simultaneously with evaluation. Ellis (1993) stressed that one of the main

purposes of mentoring is to inspire and encourage new teachers to develop their personal philosophy of teaching. Mentors are encouraged to use observation, conferencing and instructional analysis strategies that are value free. Encouraging beginning teachers to take risks and attempt new strategies in a collegial environment cannot be established in conjunction with a summative evaluation. Although mentors are not to evaluate or supervise the beginning teacher, frequently experienced adults working with less experienced adults are perceived as supervisors.

Zeichner and Tabachnick (1982) and Zimpher and Howey (1987) identified three types of supervisors as: the technical instrumental supervisor, the personal growth supervisor, and the critical supervisor. The technical supervisor provides opportunities for growth by observing the beginning teacher and using coding instruments to initiate feedback. The second type of supervisor fosters professional growth through discussion and reflection. The critical supervisor typically assumes the role of the authoritarian treating the new teacher as the subordinate.

Acheson and Gall (1987) classified supervisors in five different categories. The counselor frequently provided feedback and support by meeting with the beginner and discussing concerns. The coach offered feedback based on classroom observations. The inspector or "quality control" person involved him/herself in completing summative evaluation. The mentor emphasized nurturing environments and preferred to work in one-to-one relationships. The master supervisor was viewed as the boss and operated at a superiority level. Mentors need to consider the role they will assume in order to assist the interns in developing personally and professionally.

Mentors can assist beginning teachers with numerous self-evaluation activities. Three possible activities include reflection, growth plan and portfolios. The primary objective of these projects is to encourage the intern to become a life-long learner - a teacher who makes a conscious effort to improve the instructional practices within the classroom.



## **The Intern's Professional Growth - My Turn**

Ultimately the intern has control over his/her own professional growth. There are, however, a number of ways colleagues can assist the beginner to take a closer look at teaching. Activities such as journal writing, discussions, and thinking about teaching have been identified as ways to facilitate change. Hogan (1992) stated that "individuals grow and change when they discover personal power through voice....Voice takes time to develop. Finding voice can mean discovering and articulating tacit knowledge. When we find our voice we find ourselves" (p. 27). Helping the intern find his/her voice may not be as easy as suggested.

Reflection, has been identified by Schon (1987) and others as one way to think about teaching. Suggested activities on reflection have been included in the communication section of this study.

## **Growth Plans - My Turn**

Teachers routinely prepare learning objectives for their students, however the students may not be encouraged to assume responsibility for their own learning. Learning becomes imposed rather than self-directed. Beginning teachers may be unfamiliar with identifying personal learning goals. It is important for the mentor to encourage the intern to take control of his/her learning. Allowing the intern to identify areas to be addressed, ways to bring about the desired change, and the assistance sought, gives the control of self-evaluation to the intern.

A professional growth plan is a strategic way to develop teaching strategies. One objective of a personal growth plan is to encourage the individual to determine his/her needs through a process of self-assessment. The mentor and the intern work collaboratively to identify ways to reach the desired outcome.

## **Your Turn**

1. Professional growth plan (Handout - Appendix 31)
2. Learning logs (Handout - Appendix 32)

## **Professional Portfolios - My Turn**

A professional portfolio has been identified as a way to encourage self-assessment. A professional portfolio is more than a collection of interesting items to be kept. Winsor (1994) identified a professional portfolio as "a thoughtfully organized array or collection of artifacts that illustrate professional development, pedagogical expertise, subject matter knowledge, knowledge of child development and learning, and professional and personal attributes that contribute to teaching" (p. 4). One of the purposes of starting or maintaining a professional portfolio is to show growth and accomplishments. A second purpose is to identify areas of concern.

Winsor (1994) suggested that a professional portfolio involves collecting items that illustrate understanding, accomplishments, and growth. However, the process of selecting items involves reflection and self-evaluation. Including a written rationale to accompany each selection has been suggested as a way to explain the items in the portfolio. Sharing the portfolio with a colleague is a way to acknowledge accomplishments, disappointments, and struggles.

## **Your Turn**

1. Winsor (1994) suggested that a portfolio should include items that show: professional development, teaching competencies, knowledge of child development, content knowledge, personal and professional attributes that contribute to teaching. Identify an item or event that you could include in your portfolio that would illustrate three of the categories suggested.

2. Imagine you are about to apply for the perfect job. It is in the ideal location, has the ideal salary and benefit package, has excellent advancement opportunities, and the working conditions are ideal. You **want** this job. How will you convey your capabilities to the employer?

### **The Administrators Role - My Turn**

As noted, one of the mentor's roles is to facilitate professional growth by encouraging the intern to use self-assessment strategies. The formal evaluation should be completed by the school based administrator. This evaluation should be completed according to the school board policy for first year teachers.

### **Your Turn**

1. Share your understanding of your school's policy for evaluating first year teachers with your intern.
2. Imagine you are preparing for your first interview with the school principal. What questions, fears, concerns, problems might you have?
3. In groups of four, assume the role of the principal, mentor, intern and observer. Using the background information in the case study provided, discuss your concerns. (Handout - Appendix 33)

### **Program Evaluation - My Turn**

The purpose of the evaluation should be linked with the program . Galluzzo and Craig (1990) identified four purposes for conducting an evaluation. These were accountability, improvement, understanding and knowledge. Once the purpose of the evaluation has been identified, the most appropriate instrument to be used can be identified. Considering the complex nature of mentoring programs, several separate evaluations may need to be completed. Odell (1990) suggested that neither brief interviews nor short questionnaires will provide reliable data for evaluating mentoring programs. Multiple

procedures and multiple settings may be required if meaningful data is sought.

Formative evaluations provide information on the perceptions of the program, allow for revisions and refocusing, and determine the merits of the program (Odell, 1990). Structured interviews and open-ended questionnaires provide an opportunity for participants to share their thoughts. Rich data can be obtained from both quantitative and qualitative studies.

### **Sample Program Evaluations**

1. Bey and Hightower (1990) used a number of different evaluation tools to determine the value of a mentoring program. One was an open ended questionnaire with some of the following questions.

Looking back on the mentoring experience this year, what would you describe as the most positive outcomes?

What have been the negative aspects?

If given the opportunity would you be a mentor again?

What problems did you encounter in assisting your intern?

How did you solve any unexpected problems or situations which you encountered?

What do you believe occupied most of the time assisting the intern?

Did you receive any criticism from other teachers?

What kind of support did you receive from the school administration?

What aspect of your training was most beneficial to you?

Looking to the future, what kinds of skills and information need to be included in the mentor program?(p. 59)

2. Duke and Gates (1990) asked the interns to complete an open-ended questionnaire and the mentors completed a rank-ordered survey. A sample of the items on the intern questionnaire are:

**Did this program provide the support you needed?**

**List ways in which the program may be improved.**

**Indicate the extent to which the following were achieved: parent-teacher interviews, classroom management, instructional procedures.**

**What was the most important/successful contribution made by your mentor? (p.41)**

**The mentor survey asked the mentors to rank-order the activities that were included in the training session. The sessions were mentoring process, clinical supervision, coaching and modeling, adult development, interpersonal skills and other activities.**

- 3. The Indiana State Department of Education (1990) asked the beginner, the mentor and the administrator to complete a questionnaire. The interns were asked the following questions:**

**How often did you confer with your mentor?**

**Mark the topics that you discussed: student behavior, teaching techniques, lesson critiques**

**Did you observe your mentor teach?**

**Did you observe other teachers teach?**

**What were your feelings about the professional development plan?**

**These three samples were completed on various mentoring programs initiated in the United States. A sample of an evaluation of a mentoring project at the University of Lethbridge (P.S. III), has been included. (Mahan, 1993) (Appendix 34)**

## **Selected References**

Bey, T. M., & Hightower, A. (1990). Teacher education and mentoring programs: Program design and research results. Atlanta, GA: Georgia State Department of Education(ERIC ED 328 540).

Bey and Hightower (1990) completed a research study to evaluate the strengths and weakness of a mentoring program in Georgia. The first two sections of the report provide an overview of the program and explain how the program was designed. The third section includes samples of the evaluation instruments used. A brief analysis of the findings is included in the last section. The data was obtained by interviewing and surveying the mentors and interns.

Ganser, T. (1991). Beginning teachers' and mentors: perceptions of effective mentoring programs. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans (ERIC ED 337 428).

The author asked mentors and beginning teachers to give their perceptions of the effectiveness of the mentoring program in which they had participated. Individual taped interviews were completed with fourteen interns and mentors. Participants were asked to discuss: their feelings before the experience, specific features of the mentoring program, factors used to match the beginner and the experienced teachers, and possible benefits and problems.

Spence, H. and Hays, P (1991). Prophets in our own land. Orbit, A Publication of the Ontario Institute for Studies in Education, Toronto, Ont. vol. 22 (1) 14-17.

In this article, four Ontario teachers, two experienced teachers and two beginning teachers, shared their thoughts regarding the effectiveness of a mentoring program in which they participated. These participants were asked to share their perceptions of the program in a group setting.

The topics discussed included: selection and pairing of the partners, role definitions, evaluation of the partnership, and support and benefits of the program. One of the conclusions identified was the positive impact of mentoring as a professional development activity. The cooperative and collaborative activities that took place were viewed as a more effective approach than the "expert" approach that had been used previously.

## **Conclusion**

Mentoring is an ongoing, complex process that requires a personal commitment. It is an opportunity for experienced and beginning teachers to work collaboratively to improve the quality of instruction within their classrooms. However, mentoring relationships do not always evolve naturally. Preparation for mentoring must extend beyond introducing the two teachers and assuming they will be able to work cooperatively. Program planners must consider ways to develop a common understanding of the dimensions of mentoring.

Johnston and James (1986) discovered that the most important factor in mentoring relationships was a well-organized training program. Thies-Sprinthall (1986) suggested that mentor training programs need to be designed with follow up activities that take place over an extended period of time as opposed to one day preparation programs. These researchers and others identified five components to be included in mentoring training models. These included: mentoring principles, interpersonal skills, needs of beginning teachers, conferencing techniques, and stages of adult development.

When considering mentor training programs, it is important to involve all stakeholders in the planning stage. Encouraging active participation by all members enhances the possibilities of designing a training program that will acknowledge individual needs. The order and number of activities to be included in the preparation program will vary depending on the needs of the group. By providing the flight instructors with adequate information, carefully designed activities and time to assimilate the new material,

**program planners may have found a way to assist new teachers in the process of learning to soar.**



# Appendix

Appendix 1

**Mentor Principles**

**Setting the Stage - Tick Box**

Study each statement and tick the one which is closest to your understanding, feelings, or opinions of mentoring.

<b>1A</b> Mentoring is a relatively new idea in education.	<b>1B</b> Teachers have mentored other teachers for as long as there have been teachers.
<b>2A</b> A practical definition of mentoring is	<b>2B</b> Mentoring can be defined as a journey by two colleagues to improve classroom instruction.
<b>3A</b> When interacting with an intern, a mentor may engage in roles similar to a friend or those of a clinical supervisor.	<b>3B</b> The roles mentors assume will differ depending on many variables.
<b>4A</b> Age, sex and teaching philosophy should be considered when matching mentors and interns.	<b>4B</b> Matching mentors and interns is not critical because teachers interact with many different people regularly so they will be able to interact with each other as colleagues.
<b>5A</b> The mentor should not impose but wait until the intern requests assistance.	<b>5B</b> The mentor and intern should establish a regular meeting time that is convenient for both individuals.
<b>6A</b> Mentoring relationships have been successful if they end happily.	<b>6B</b> Mentoring relationships are considered successful if both parties were able to extend their teaching strategies.

## Appendix 2

### PROFESSIONAL SEMESTER III

Professional Semester III is an integrated semester composed of an internship, academic study and professional development designed to complement and enhance the internship. It builds upon the academic and practicum components the education student has experienced in the program prior to this semester. The semester is the last of a continuum of four practica that range from the introduction to teaching to a transitional experience between the teacher preparation program and a regular teaching position.

As the last component of the field experience program, Professional Semester III facilitates the intern teacher's movement from a preservice to a professional development mode, with the core of activities shifting from the university setting to the school, school district and community. The participant in this transitional stage includes the intern teacher, mentor, school staff, school administrators, school district staff, and faculty and associates from the University of Lethbridge. All participants cooperate and collaborate in the design and implementation of the Professional Semester III experience for the intern teacher(s).

Professional Semester III provides for the intern teachers a nurturing environment with opportunities to begin to personalize their approach to teaching and education. The experiences provided for intern teachers, through classroom teaching, professional development and academic study foster reflective capacities of observation, analysis, interpretation and decision making. Within the personalization process, the intern teachers clarify their own values, maximize their sense of self-efficacy, enhance their teaching skills and discover their own personal meaning and style of teaching.

#### Goals:

- to provide the intern teacher with a support system to ease the transition from the university to the classroom
- to help the intern teacher become a self-reliant professional
- to promote the personal and professional well being of the intern teacher
- to provide opportunities for the mentor and the intern teacher to share their knowledge and experiences in a supportive, dialogical, and collegial environment
- to improve teaching performance

- to contribute to job satisfaction and attitudes about teaching
- to assist with socialization
- to foster a disposition toward continuing professional growth at all stages of development in teaching
- to provide opportunities for mentors to develop and engage in a professional development plan that is relevant to their interests and needs
- to provide opportunities for mentors to recognize and to value their own personal, practical knowledge and experience
- to provide opportunities for mentor renewal
- to strengthen the partnership between the university and public school
- to promote the retention of promising intern teachers.

### **Appendix 3**

**Think about your idea of mentoring. What assumptions do you have about entering the partnership?**

**A. What assumption do you have about mentoring?**

-

-

**B. What assumptions do you have about P.S. III?**

-

-

**C. What assumptions do you think others (colleagues, administrators, parents) have about P.S. III**

-

-

**D. How will these assumptions affect the program?**

-

-

## **Appendix 4**

### **Characteristics of a mentor**

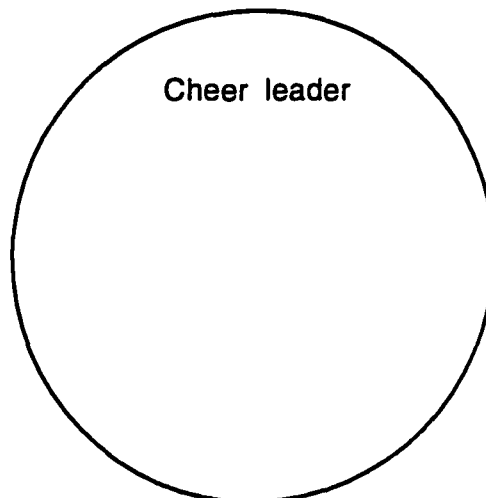
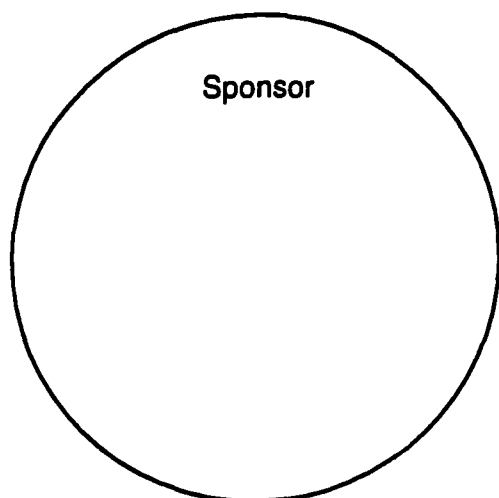
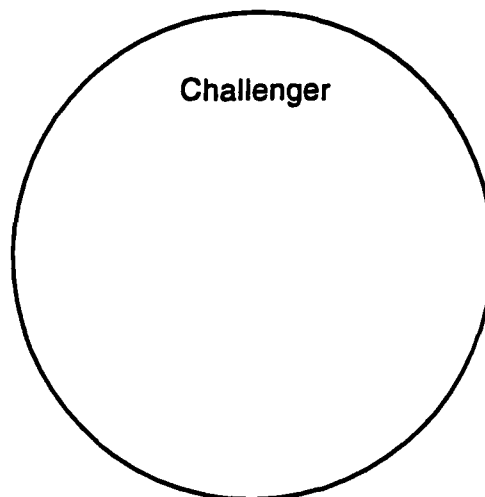
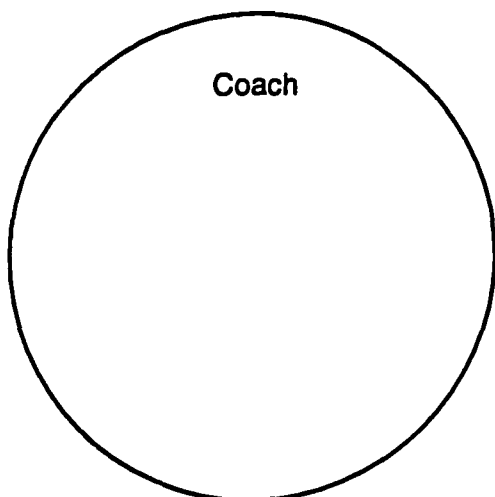
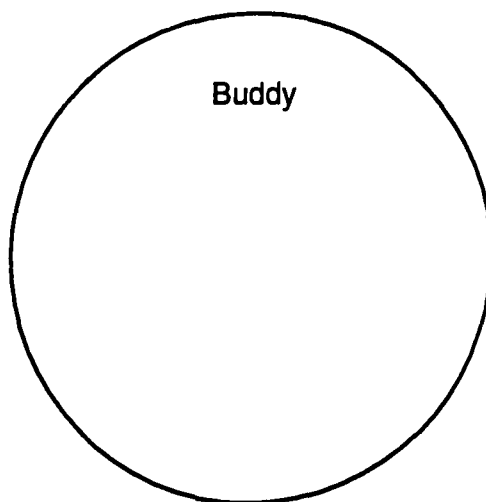
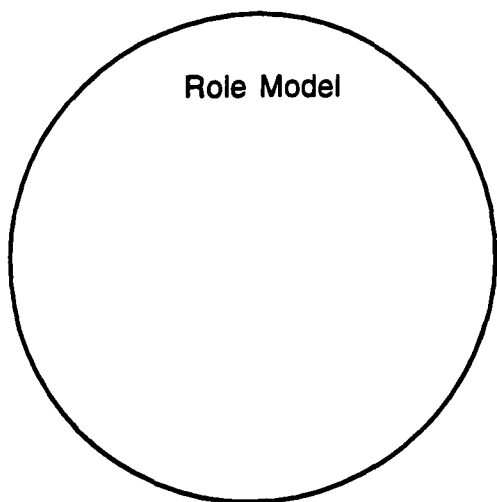
## Appendix 5 - Qualities in a mentor teacher desired by intern teachers

Rank-order the 11 qualities as those most desired in a mentor teacher.  
Complete individually first then compare your results with your partner and  
the total group.

Quality	Ratings		
	My	Partner's	Group
Concern	_____	_____	_____
Empathy	_____	_____	_____
Experience	_____	_____	_____
Friendliness	_____	_____	_____
Good listener	_____	_____	_____
Knowledgeable	_____	_____	_____
Professionalism	_____	_____	_____
Sense of Humor	_____	_____	_____
Sound advisor	_____	_____	_____
Trustworthiness	_____	_____	_____
Willingness to help	_____	_____	_____

## Appendix 6

### Words





## Appendix 7

Researchers have suggested that mentoring relationships proceed through a number of stages. Identify two behaviors that may be characteristic at each stage.

### Stages of Mentoring

<b>Bravmann</b>	<b>Odell</b>	<b>Kram</b>	<b>Bova &amp; Phillips</b>
Idealism and dependence	Developing mentor conveys support and assistance	Initiation	Introduction
Increased independence and negation	Determining the mentoring content	Cultivation	Mutual trust building
Culmination - independent mentor and protégé equal	Applying effective styles and strategies	Separation	Teaching of risk taking, communication and professional skills
	Disengaging the relationship protégé is self-reliant	Redefinition friendship or unhappiness	Transfer of professional standards
			Dissolution

## Appendix 8

Reword the following "you" messages so they are less offensive but still express your opinion.

This is still wrong. Just slow down and think about what I told you and you will get it right.

Stop bouncing that ball in the hallway

Who was the last one to use the gym storage room? You people should be ashamed to leave this school in this condition.

Your reports are never on time. Do you have a problem meeting deadlines?

All you eat is junk food. You are going to be sick if you don't start eating something nutritious.

Appendix 9 - Red Light, Yellow Light, Green Light (Adapted from Gray, 1993)

Nonverbal clues convey a message. Messages of acceptance give a green light to continue; messages of uncertainty or confusion suggest one should proceed with caution or check for understanding and give a yellow light, and at other times disapproval is conveyed by the red light signals. Communication is affected by these non verbal clues. In the space provided think about behaviors that could represent "red" or "yellow" signals to your partner.

Mentors

Interns

Facial Expressions

frown

Facial Expressions

yawn

Words

Where did you get that stupid idea?

Words

And you think that would work!

Body language

looking out the window

Body language

shrugging shoulders

There are also behaviors that affirm and show approval signaling a "green light" for communication. Think of behaviors that give the green signal. Record your thought in the space provided.

**Mentors**

**Interns**

Facial Expressions

smile

Facial Expressions

nod

Words

"What a great idea!"

Words

"I think that would work!"

Body language

thumbs up

Body language

pat on shoulder

## Appendix 10

Work with your partner to complete these two activities.

### Conference Checklist for Mentors

- \_\_\_\_\_ 1. Consider the intern's current stage of development
- \_\_\_\_\_ 2. Determine the best time to meet
- \_\_\_\_\_ 3. Decide the best place to meet
- \_\_\_\_\_ 4. Decide how frequently you will have scheduled meetings
- \_\_\_\_\_ 5. Remember to elicit input from the intern
- \_\_\_\_\_ 6. Remain positive but supportive
- \_\_\_\_\_ 7. Check for understanding frequently
- \_\_\_\_\_ 8. Assist in developing growth plans that include professional goals
- \_\_\_\_\_ 9. Offer assistance in reaching goals
- \_\_\_\_\_ 10. Conclude on a positive note

### Positive - Negative Communication Strategies (adapted from Hutto, 1991, p.36)

Rate the following coaching statements as positive or negative.

+ positive

- negative

- \_\_\_\_\_ 1. What do you mean?
- \_\_\_\_\_ 2. You are absolutely right?
- \_\_\_\_\_ 3. I think I can explain why you're feeling this way.
- \_\_\_\_\_ 4. This seems to bother you, you seem upset when .....
- \_\_\_\_\_ 5. I hear you mention .....
- \_\_\_\_\_ 6. Do I hear you saying.....
- \_\_\_\_\_ 7. You shouldn't feel that way.
- \_\_\_\_\_ 8. I just know you can do it.
- \_\_\_\_\_ 9. There is no reason to feel upset.
- \_\_\_\_\_ 10. Let me tell you how I solved this problem when it happened to me.

## Appendix 11 Vignette

Your intern, Mr. Marks, expressed a concern about the lack of motivation in his grade ten social studies class. He asked if you would observe his teaching and offer suggestions. You agreed and arranged a suitable time to observe.

Your observations: When you entered the class all the students were sitting in their desks and Mr. Marks was reviewing homework. He called on students to answer questions orally. He called on Brian. Brian reported that he did not get that one. Mr. Marks asked another student and continued. A few questions later, he returned to Brian. Brian says he didn't get that one either. This time Mr. Marks stopped the review and asked Brian a series of questions. Why his homework was not done? Doesn't he care about his marks? Why his work habits are so poor? What he plans to do with his life? Brian and the other students appeared to be unaware of the questions asked and make no attempt to answer the questions. Mr. Marks stopped and told Brian he expected to see his homework on his desk tomorrow before class. He continued to review the questions.

Work with your partner to generate some questions a mentor could ask Brian that would encourage reflection. Your job is not to pass judgment by identifying what Mr. Marks did right or wrong.

## Appendix 12 Pictionary

Bey and Hightower (1990) recorded the following comments from journal entries mentors made regarding improving their conferencing skills.

I need more practice asking leading questions

I must work on not automatically trying to solve the problem

I need more practice asking leading questions

I must work on not automatically trying to solve a problem

Learning to listen and not be too quick to suggest possible solutions

I found it difficult to tell the teacher she made a mistake

Getting my intern to relax and talk more

Not to be a "know it all"

To slow down and listen

Presenting ideas in a less controlling way

Asking open ended questions

Using supportive statements

Wanting to fix things and not ask questions

Openness

Empathy statements

Listening quietly and letting all frustrations be voiced

Non verbal communication

Give clear examples of directions and techniques

Transmit effective teaching strategies

Sticking to the topic

Patience and managing time

Need to watch response statements and not give pat answers

**Appendix 13 MSI Mentoring Style Indicator for Mentoring New teachers  
Developed by Gray and Anderson (1993)**



## Appendix 14 Adapted from A. Gregorc, Style Delineator

Rank each set of words (1, 2, 3, 4) according to who you are. 4 = most like me; 1 = least like me

1	2	3	4	5
___objective	___perfectionist	___solid	___practical	___careful with detail
___evaluative	___research	___quality	___rational	___ideas
___sensitive	___colorful	___non judgmental	___lively	___aware
___intuitive	___risk-taker	___insightful	___perceptive	___creative
6	7	8	9	10
___thorough	___realistic	___ordered	___persistent	___product oriented
___logical	___referential	___proof	___analytical	___judge
___spontaneous	___empathy	___attuned	___aesthetic	___person oriented
___trouble shooter	___innovative	___multi- solutions	___experimenting	___practical dreamer

**Appendix 15 - Sherlock Plant (Adapted from School Administrator's Staff Development Activities Manual by R. Hyman 1986)**

**Scenario - Give each participant a copy.**

**Elizabeth Smith is 85 years old and retired from the county agricultural department. She raises plants as a hobby. She reads avidly about plants and has over 100 plants in her greenhouse. She keeps other plants in window locations in her house. Since her windows face east, south, west, and north, she uses the locations to control the amount of sun the plants get.**

**Elizabeth Smith recently broke her hip when she tripped and fell while walking to the mailbox to order some seeds by mail. Right now she is in the hospital. It is mid December. You want to surprise her by bringing her favorite kind of plant to her, but you don't know which one it is.**

**You are Sherlock Plant, a well known plant expert and detective. Through your knowledge and insight as a detective you have collected a set of clues about Elizabeth Smith's plants. To help you sift this evidence, you have set up five questions which will identify Elizabeth Smith's favorite plant and help you instruct the hospital staff as to its care. Here are the questions:**

- 1. What kind of flower pot is the plant in—clay pot? plastic pot? glazed dish-type pot? hanging pot?**
- 2. What kind of plant is it—begonia? azalea? philodendron? asparagus fern? Christmas cactus? spider plant?**
- 3. Is the plant now near the east, west, north, or south window?**
- 4. How much water should you give the plant - water it a medium amount? water it well? water it very well? water it exceedingly well?**
- 5. Is it in bloom? If so, are the flowers white or pink?**

**If you answer all five questions correctly, you will solve the mystery and know which is Elizabeth Smith's favorite plant.**

**Clues for Sherlock Plant (Adapted from School Administrator's Staff development Activities Manual by R. Hyman 1986).**

1. Elizabeth Smith told you that it would be good to see some of her plants from the east window.
2. You know that Elizabeth Smith is especially fond of flowering plants, so you will bring a plant that is in bloom.
3. The Christmas cactus's rosy pink or red flowers bloom at year's end.
4. Philodendrons do not have flowers.
5. Asparagus ferns need a bit of water. Water them very well.
6. Asparagus ferns do not like full sunlight. Therefore, no asparagus ferns are in Elizabeth Smith's south window.
7. Elizabeth Smith's philodendrons are in her east and north windows.
8. The azalea must not be allowed to dry out. In the growing season, water them exceedingly well and mist frequently.
9. All Elizabeth Smith's azaleas are in clay pots.
10. None of Elizabeth Smith's flowering azaleas is white.
11. Early in December, Elizabeth Smith moved her budding azalea plants to the east and west windows to keep them in bloom longer.
12. Elizabeth Smith put some begonias in glazed dish-type pots.
13. Most of the begonias are in the west window. The rest are in the south window.
14. Elizabeth Smith's wax begonias have white flowers.
15. Elizabeth Smith's philodendrons and begonias need a medium amount of water in December.
16. Only two plants that flower are in Elizabeth Smith's east window.
17. The south window in Elizabeth Smith's house gets lots of direct sunlight, about five hours a day.
18. Elizabeth Smith's begonias and azaleas are in bloom.

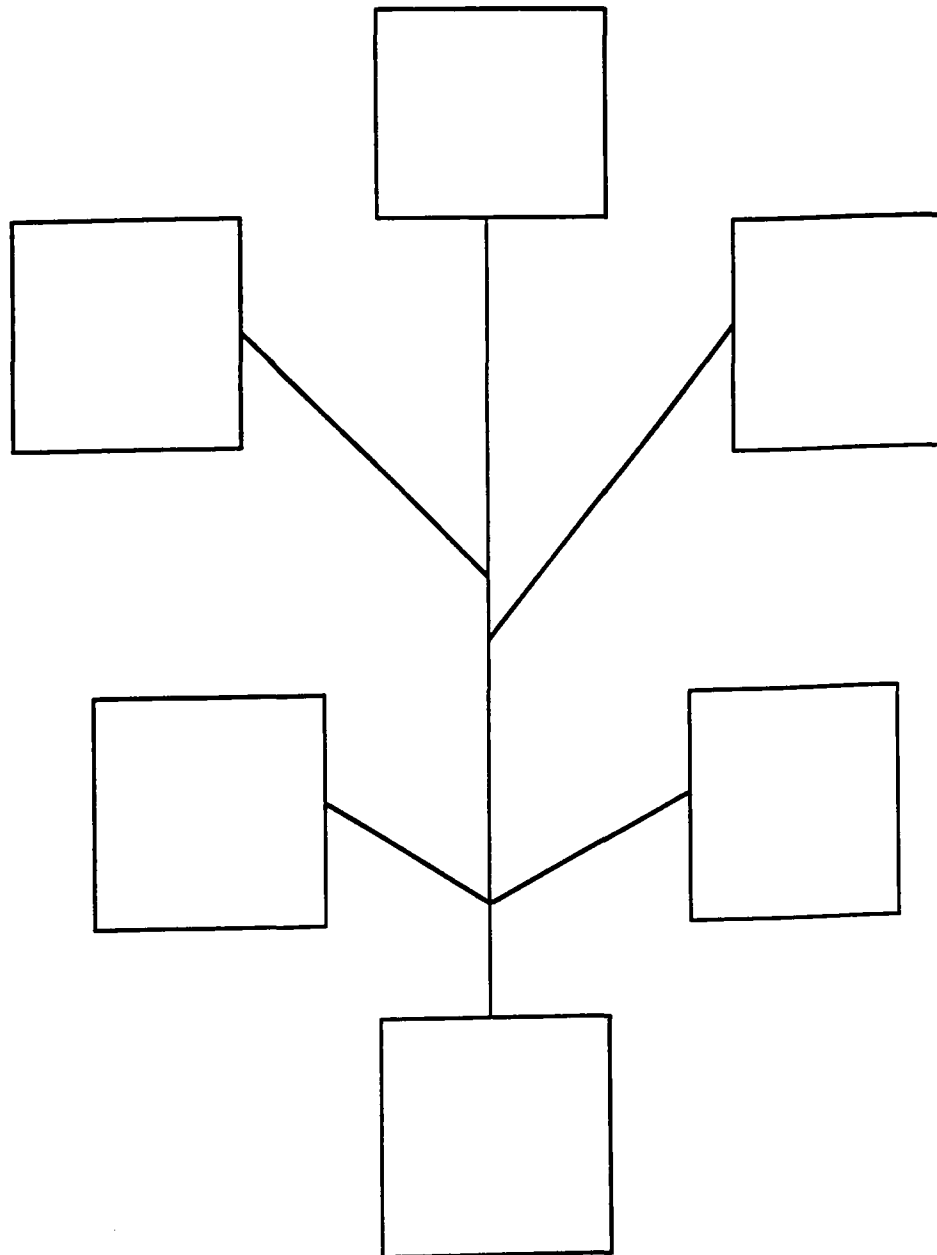
19. None of Elizabeth Smith's Christmas cacti, asparagus ferns, or spider plants are in bloom.
20. All Elizabeth Smith's flowering plants that do not have white flowers have pink ones.
21. Philodendrons need bright light but little sun.
22. Elizabeth Smith put some philodendrons in plastic pots.
23. In December, all Elizabeth Smith's Christmas cacti are in the south window where they get full sun.
24. Wax begonias flower freely from October to June.
25. Elizabeth Smith's east and west windows get direct sunlight for about two hours each day. Plants that need small amounts of sun do well in the east and west windows.
26. The spider plant produces white flowers on its flower stalks.
27. The spider plant has a grass-like appearance. It grows easily when kept well watered and well fed.
28. From late fall to early spring, Elizabeth Smith waters her Christmas cacti well. She reduces the amount of water once the plants stop blooming.
29. In December, Elizabeth Smith's azaleas require more water than her asparagus ferns.
30. Elizabeth Smith has begonias, azaleas, and asparagus ferns in clay pots .

#### Solutions for Sherlock Plant

- 1 Clay pot
- 2 Azalea
- 3 East Window
- 4 Water exceedingly well
- 5 In bloom; pink flowers

**Appendix 16 Fish Bone Activity - The 5 "Whys" (adapted for A.T.A. Approaches to Problem Solving)**

The purpose of this activity is to dig below the surface of the probe. The first step is to write down the problem as clearly as possible. Ask "Why" and write down the answer. Continue to ask "Why" four additional times. Write the answer to each question before writing the next question. Often the focus of the problem changes as questions are asked and answered.



## Appendix 17

Use the six-step decision making model suggested by Greenwood and Parkay 1989, p.7) to formulate a decision for the following case study.

1. Examine the situation and decide to deal with it.
2. Gather data to examine further the nature of the situation.
3. Interpret the data.
4. Arrive at a decision by generating alternatives and choosing among them.
5. Examine the decision for consistency, feasibility and operationally.
6. Execute and evaluate the decision

### Vignette:

You have a grade six class in a small rural school in southern Alberta. It is October and things are going well. You are pleased with the progress your students are making with the exception of Brett. Brett is a constant challenge. He does well academically but has trouble socially. He consistently harasses other students, laughs at them and makes rude comments about them. He frequently disrupts the class by making rude comments or by hitting other students. You have talked to your mentor and she is having the same trouble with Brett. Today Brett tripped a student, broke the lead in another student's pencil and teased a third student until he cried.

**Activity:** Discuss what you are going to do with Brett. Use the six step model to develop an action plan.

Appendix 18 Adapted from Bloom, A.(1987). The Closing of the American Mind, New York: Simon and Schusler

<b>Level of Taxonomy</b>	<b>Definition</b>	<b>What the Student Does</b>	<b>Verbs to help you design activities</b>
<b>Knowledge</b>	Recall or Location of specific bits of information	responds absorbs remembers recognizes	tell , list, define, name, recall, identify, state, know, remember, repeat
<b>Comprehension</b>	Understanding of communication material or information	explains translates demonstrates interprets	transform, change, restate, describe, explain, review, paraphrase, relate, generalize, summarize, interpret, infer, give main idea
<b>Application</b>	Use of rules, concepts, principles, and theories in new situations	solves novel problems demonstrates uses knowledge constructs	apply, practice, employ, use, demonstrate, illustrate, show, report
<b>Analysis</b>	Breaking down information into its parts	discusses uncovers lists dissects	analyze, dissect, distinguish, examine, compare, contrast, survey, investigate, separate, categorize, classify, organize
<b>Synthesis</b>	Putting together of ideas into a new or unique product or plan	discusses generalizes contrasts	create, invent, compose, construct, design, modify, imagine, produce, propose, what if
<b>Evaluation</b>	Judging the value of materials or ideas on the basis of set standards or criteria	judges disputes forms opinions debates	judge, decide/select/justify, evaluate, critique, debate, verify, recommend, assess

Appendix 19

**BLOOM'S TAXONOMY OF THE COGNITIVE DOMAIN**

<b>KNOWLEDGE</b>	<b>COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESIS</b>	<b>EVALUATION</b>
recall, remember, locate	understand translate paraphrase	use apply in a new situation	break down, categorize	put together in a new way	judgment, why? criteria
Who? What? Where?	How? Why? Tell in your own words	What would you do if? Use this rule	Categorize Classify	Create a Invent Design	I think he/she should because



## Appendix 20 Chart of Needs of Beginning Teachers

Beginning Teachers Needs		
Professional	Instructional	Personal
<ul style="list-style-type: none"><li>• System Concerns</li><li>• Policies &amp; Procedures</li><li>• Roles &amp; Responsibilities</li><li>• Community Values</li></ul>	<ul style="list-style-type: none"><li>• Observations &amp; Feedback</li><li>• Resource &amp; Material</li><li>• Classroom Organization</li><li>• Management/Disciplines</li><li>• Lesson Planning</li></ul>	<ul style="list-style-type: none"><li>• Emotional Support</li><li>• Befriend</li><li>• Encouragement</li></ul>

## **Appendix 21 Needs of Beginning Teachers**

**Beginning teachers have identified the following topics as problematic: discipline, classroom management, instructional areas, student motivation, resources, and communicating with parents. Considering these needs brainstorm strategies that you might use to alleviate these problems.**

## Appendix 22 - Johari's Window -

The Johari window is based on the work of Joseph Luft and Harry Ingham (1955). They suggested that individuals can separate their personalities into four quadrants. The first quadrant is referred to as the public area and includes things that are known by all. This includes things such as: hair colour, size and visible personality traits. The second quadrant, the blind square, is referred to as the bad breath area. It includes things about the person that are known by others but not by the individual. The third area is the private space. It includes things that the individual knows but does not share with others. Some people call this the secret square. The last quadrant is the unknown or unperceived area. It includes things that have not been discovered as yet.

Hyman (1986) modified the original Johari's Window to create the supervision window that could be used by supervisors or coaches. Little and Nelson (1990) used that model to develop a competency model that could be used with mentors and interns. The purpose of the competency model was to reinforce the fact that all individuals have strengths and areas they feel less comfortable with. By sharing background information the mentor and the intern establish a common framework.

Little and Nelson (1990) suggested the following activity as one way to introduce the competency model. The first task is to explain the criteria for each stage. The next step is to have participants identify their personal competency stage for numerous activities. The third step is to apply this information to teaching activities.

### Step 1 Description of the boxes:

#### Box 1 Don't Know/Can't Do

At times we are asked to do something we have never done before and are not prepared to do. If we attempt to complete the activity, sometimes, miraculously, we are successful. Miracles don't happen often and we frequently do not fare well. We try to avoid this box whenever possible.

**Box 2 Don't Know/Can Do**

Some things we do very well; so well that they are intuitive and natural to us. They happen without conscientious effort. To others it looks like magic.

**Box 3 Know/Can't Do**

This box causes the most stress when you are being watched by someone. You know the information but cannot apply it. At times our behaviors contradict the theory we know.

**Box 4 Know/Can Do**

This box represents the areas we feel comfortable in. We have the knowledge, can perform the activity and feel successful. This box gives us satisfaction.

**Step 2 - Use the Johari's Window Model provided to identify your level of competency for the following activities. (Handout Appendix 22)**

**Sample: Make a Baked Alaska**

- Mark the: - the competency box - if you have successfully made one,
- the theory box- if you know how to bake and can follow a recipe,
- the magic box - if one time you made a lemon meringue pie and it turned out to be a Baked Alaska,
- the miracle box - if you were to make one that was edible, it would be a miracle

**Activities: Change a tire**

**Drive a semi-trailer truck**

**Sky dive**

**Change a light bulb**

**Shorten a pair of pants**

**Repair a broken finger nail**

**Give a spelling test, where everyone would receive 100%**

**Put up a pretty bulletin board**

**Run a bilingual class (Little and Nelson 1990, p. 73)**

## **Appendix 23 - Checklist**

**The following activities have been identified as ways to support a beginning teacher. Indicate the activities you feel are important to your relationship.**

**Discuss with your partner.**

- have regular meetings, be proactive**
- listen and be supportive**
- share specifics, assist with planning ideas**
- observe and provide feedback**
- assist with discipline and classroom management**
- explain the school milieu, become a friend**
- recognize and address needs**
- invite intern to observe the mentor's teaching.**

**In groups of four, brainstorm how you will facilitate these activities.**

## Appendix 24 - Protégé Needs Inventory

## Appendix 25 - Adult Development Checklist

Consider seven principles of adult education. Rate how important these principles are to you when you attend a professional development activity. Indicate your response along the continuum scale. (Adapting from WOW Feedback, by HP Training Works, Edmonton, Alberta)

	1 (Low)	10 (High)
NEEDS met	.	.
TRUST developed	.	.
EXPERIENCE used	.	.
RESPONSIBILITY taken	.	.
PROCESS okayed	.	.
INVOLVEMENT realized	.	.
TRANSFER occurred	.	.

## Appendix 26 Adult Problem (Knowles, 1990)

### Life Problems of American Adults

#### Early Adulthood (18-30)

##### Vocation and Career

Exploring career options  
Choosing a career line  
Getting a job  
Being interviewed  
Learning job skills  
Getting along at work  
Getting ahead at work  
Getting job protection or  
military service  
Getting vocational  
counseling  
Changing jobs

##### Home and Family Living

Courting  
Selecting a mate  
Preparing for marriage  
Family planning  
Preparing for children  
Raising children  
Understanding children  
Preparing children for school  
Helping children in school  
Solving marital problems  
Using family counseling  
Managing a home  
Financial planning  
Managing money  
Buying goods and services  
Making home repairs  
Gardening

##### Personal Developmental

Improving your reading  
ability  
Improving your writing  
ability  
Improving your speaking  
ability  
Improving your listening  
ability  
Continuing your general  
education  
Developing your religious  
faith  
Improving problem-solving  
skills  
Making better decisions  
Getting along with people  
Understanding yourself  
Finding your self-identity  
Discovering your aptitudes  
Clarifying your values  
Understanding other people  
Learning to be self-  
directing  
Improving personal  
appearance  
Establishing intimate  
relations  
Dealing with conflict  
Making use of personal  
counseling



**Middle Adulthood  
(30-65)**

**Vocation and Career**

Learning advanced job skills  
Supervising others  
Changing careers  
Dealing with unemployment  
Planning for retirement  
Making second careers  
for mothers

**Home and Family Living**

Helping teenage children to  
become adults  
Letting your children go  
Relating to one's spouse as  
a person  
Adjusting to aging parents  
Learning to cook for two  
Planning for retirement

**Personal Development**

Finding new interests  
Keeping out of a rut  
Compensating for  
physiological changes  
Dealing with change  
Developing emotional  
flexibility  
Learning to cope with crises  
Developing a realistic time  
perspective

**Later Adulthood  
(65 and over)**

**Vocation and Career**

Adjusting to retirement  
Finding new ways to be  
useful  
Understanding social  
security, medicare and  
welfare

**Home and Family Living**

Adjusting to reduced income  
Establishing new living  
arrangements  
Adjusting to death of spouse  
Learning to live alone  
Relating to grandchildren  
Establishing new intimate  
relationships  
Putting your estate in order

**Personal Development**

Developing compensatory  
abilities  
Understanding the aging  
process  
Re-examining your values  
Keeping future-oriented  
Keeping your morale up  
Keeping up to date  
Keeping in touch with young  
people  
Keeping curious  
Keeping up personal  
appearance  
Keeping an open mind  
Finding a new self-identity  
Developing a new time  
perspective  
Preparing for death

## **Early Adulthood ( 18-30)**

### **Enjoyment of Leisure**

Choosing hobbies  
Finding new friends  
Joining organizations  
Planning your time  
Buying equipment  
Planning family recreation  
Leading recreational activities

### **Health**

Keeping fit  
Planning diets  
Finding and using health services  
Preventing accidents  
Using first aid  
Understanding children's diseases  
Understanding how the human body functions  
Buying and using drugs and medicines  
Developing a healthy life style  
Recognizing the symptoms of physical and mental illness

### **Maintaining your reserves**

### **Community Living**

Relating to school and teachers  
Learning about community resources  
Learning how to get help  
Learning how to exert influence  
Preparing to vote  
Developing leadership skills  
Keeping up with the world  
Taking action in the community  
Organizing community activities

## **Middle Adulthood (30-65)**

### **Enjoyment of Leisure**

Finding less active hobbies  
Broadening your cultural interests  
Learning new recreational skills  
Finding new friends  
Joining new organizations  
Planning recreation for two

### **Health**

Adjusting to physiological changes  
Keeping fit  
Changing diets  
Controlling weight  
Getting exercise  
Having annual medical exams  
Compensating for losses in strength

### **Community Living**

Taking more social responsibility changes  
Taking leadership roles in organizations  
Working for the welfare of others  
Engaging in politics  
Organizing community improvement activities

## **Later Adulthood (65 and over)**

### **Enjoyment of Leisure**

Establishing affiliations with the older age group  
Finding new hobbies  
Learning new recreational skills  
Planning a balanced recreational program

### **Health**

Adjusting to decreasing strength and health  
Keeping fit  
Changing your diet  
Having regular medical exams  
Getting appropriate exercise  
Using drugs and medicines wisely  
Learning to deal with stress

### **Community Living**

Working for improved conditions for the elderly  
Giving volunteer services  
Maintaining organizational ties

## **Appendix 27 Visual Representation**

**Decide if you agree or disagree with the characteristic of adult learners that you were given. Use the markers provided to illustrate your characteristics. Be prepared to share your representation with group members.**

Appendix 28 Strength Detector

**The Strength Detector Skill List**

Please write down your strengths, skills, abilities and talents within your present and/or past job assignments in the first column. In the second and third columns, write down the strengths of the two persons who are participating in your discussion triad. Be sure to write down those strengths that you believe he or she possesses.

MY STRENGTHS	____ STRENGTHS NAME	____ STRENGTHS NAME

S

**Appendix 29 Conversation stoppers (adapted from work by Dr. C. Campbell of the University of Lethbridge)**

**There are numerous reasons why some conversations are stopped. The speaker's intent of a statement may not have the same impact on the receiver. Use the following examples to identify: (1) the possible intent of the speaker, (2) the possible impact on the listener, (3) the conversation stopper and (4) alternatives that may have kept the conversation going.**

**Intern: My math class was a disaster today!**

**Mentor: We all make mistakes; tomorrow will be better**

**Mentor: How often do you use the overhead projector? You should use lots of visuals.**

**Intern: OK**

**Intern: I don't have a clue about what to do in science tomorrow.**

**Mentor: Last year I .....**

**Mentor: That looked like a great lesson you were teaching today!**

**Intern: Thanks**

**Intern: Gee! I don't feel very well**

**Mentor: That's the way I felt yesterday.**

## **Appendix 30 - Mind Map**

**Overprotection, mentor inflexibility, lack of communication, lack of time, and conflicting personalities have been suggested as possible reasons for mentoring relationships ending unhappily. With your partner develop a mind map of suggestions of ways to avoid possible pitfalls in your relationship.**

**Appendix 31 - Professional Growth Plan**

<b>Changes I want to make</b>	<b>What I can do for myself</b>	<b>Why my mentor can help me</b>	<b>Time frame</b>
1.			
2.			
3.			
4.			

## Appendix 32 - Learning Logs

At the end of the day record your thoughts about how the lesson went. Use the Learning Log form to record areas you wish to improve.

What I Know	What I Want to Know	How I can find out



**Appendix 33 - Role play (adapted for Little and Nelson)**

**In groups of four choose one of the four roles. Discuss the situation**

**Mentor:** Your intern has expressed concern about how to evaluate students. You have made suggestions and provided support however he/she continues to have difficulties. He/she seems to have trouble implementing the suggestions you have made. Change is slow.

**Intern:** Report card time is coming quickly and you are concerned because you do not have anything to confirm your feeling about how the students are doing. Your mentor has suggested keeping samples of the students work, recording marks from some assignments and keeping anecdotal comments. There is so much to do each day you haven't had time to do any of these things.

**Principal:** You make frequent trips through the hallways each week. You make periodic stops in all classrooms. Each time you enter the intern's classroom there seems to be confusion. You are concerned about the learning that is or is not taking place. You have assured the parents of the students in this class that their children are in capable hands but now you are not so sure.

**Observer:** Your task is to watch and listen to the conversation. Identify the positive elements of the conversation. At the end of the discussion, share your observations and make any suggestions.

## Appendix 34

1. Please circle any of the following activities you were involved in during P.S.III:

team teaching

long range planning

parent-teacher interviews

evaluation by Principal

extra curricular programs

staff development projects

professional development activities other than your P.D. project

2. Please circle the dimensions of your teaching that changed due to the P.S.III experience:

lesson planning

classroom management

handling discipline problems

student assessment methods

parental involvement

instructional strategies

student motivation

collaboration

communication skills

broader understanding of your subject area

Other (Please indicate)

3 Please circle the role the faculty member provided:

consultant

evaluator

role-model

resource person

4. Other

Please comment on your perceptions of P.S.III. Additional comments are welcomed.

- 1 In what way could be have been more adequately prepared to begin your role in the P.S. III?
2. Please comment on the most positive aspect of the program.
3. Please comment on the most stressful or negative aspect of the program.
4. Can you suggest any changes which might improve the program?
5. Do you have concerns about future mentor-intern endeavors?
6. What topics should be included in the Mentor workshop?
7. Are there adaptations needed in the portfolio workshop?
8. What comments would you give to students concerned about P.S.III?
9. What concepts/skills/information did you learn in P.S. III that you did not learn in P.S. I or P.S. II?

## **BIBLIOGRAPHY**

- Acheson, K. A. & Gall, M. D. (1987). Techniques in the Clinical Supervision of Teachers Preservice and Inservice Application. (2nd edition) New York: Longman.
- Adler, R. B. & Towne, N. (1989). Looking Out Looking In. (6th edition) New York: Holt, Rhinehart and Winston.
- Bey, T. M. (1990). (Ed) A new knowledge base for an old practice. In T.M. Bey and C.T. Holmes (Ed.) Mentoring: Developing Successful New Teachers, (pp.51-73) Reston, VI: Association of Teacher Educators.
- Bey, T. M., & Hightower, A. (1990). Teacher education and mentoring programs: Program design and research results, (Report No. SP032 888) Atlanta, GA: Georgia State Department of Education. ( ERIC Document Reproduction No. ERIC ED 328 540).
- Bey, T. M., & Holmes, C. T. (1990). Mentoring: Developing Successful New Teachers. Reston, VA: Association of Teacher Educators.
- Bova, B. M., & Phillips, R. (1983). Mentoring revisited: An investigation of the learning component. Mountain Plains Adult Education Association, 11(2) 21 - 32.
- Brookfield, S. D. (1986). Understanding and Facilitating Adult Learning. San Francisco, CA: Jossey-Bass.
- Brzoska, T., Jones, J., Mahaffy, J., Miller, J.K., & Mychals, J. (1987). Mentor teacher handbook. (Report No. SP 029 520) Vancouver, WA: Evergreen School District, . (ERIC Document Reproduction No. ERIC ED 288 820).
- Burden, P. R. (1982). Developmental supervision: Reducing teacher stress at different career stages. (Report No. SP 020 420) Phoenix, AZ: Paper presented at the annual conference of the Association for Teacher Educators. (ERIC Document No. ERIC ED 218 267).
- Christensen, L. M., (1991). Empowerment of preservice educators through effective mentoring. (Report No. SP 033 427) Course requirement, University of Alabama, AL. (ERIC Document No. ERIC ED 338 614).
- Christiansen, H. E. (1992). What is Reflective Practice? Orbit A Publication of the Ontario Institute for Studies in Education, 23 (4) 6-7.
- Clift, T. C., Houston, W. R., & Pugach, M. C. (1990). Encouraging Reflective Practice in Education. New York: Columbia University, Teacher College Press.

- Covert, J., Williams, L., & Kennedy, W. (1991). Some perceived needs of beginning teachers in Newfoundland, The Alberta Journal of Educational Research, 28 (1), 3-17.
- Croker, R. E. (1990). Professional development of occupational specialists beginning teacher assistantship and professional development plan. (Report No. SP 033 427) Indiana, IL:Indian State Department of Education (ERIC Document No. ERIC ED 333 241).
- Darsch, J. C., & Playko, M. A. (1991). Preparing mentors for school leaders. Journal of Staff Development, 12 (4), 24 -27.
- DeBolt, G. P. (1989). Helpful elements in the mentoring of first year teachers. (Report No. SP 033 427). New York: A Report to the State Education Department on the New York State Mentor Teacher-Internship Program (ERIC Document No. ERIC ED 316 501).
- Dreyfuss, G. O., Cistone, P. J., & Divita, C. (1992). Restructuring in a large district: Dade County, Florida. In C. Glickman.(Ed.) Supervision in Transition. (pp.77 - 96)Yearbook of the Association for Supervision and Curriculum Development.
- Driscoll, A., Kauchak, D., & Peterson, K.(1985). Designing a mentor system for beginning teachers. Journal of Staff Development, Oct., 109-117.
- Duke, C. R. & Gates, R. (1990). The status of teacher induction programs in rural Pennsylvania school districts. (Report No. RC 018 030).Clarion University of Pennsylvania.(ERIC Document No. ERIC ED 329 414).
- Ellis, N.H. (1993). Mentoring:enhancing the experienced career. Kappa Delta Pi Record . 29 (4), 130 -135.
- Emrick, W. S. (1988). Mentoring Handbook. Ferguson-Florissant School District. (Report No. EA 020 926). Ferguson, MO:Ferguson-Florissant School District (ERIC Document No. ERIC ED 306 671).
- Feiman-Nemser, S., Parker, M. B.& Zeichner, K. (1992). Are mentor teachers teacher educators? (Report No. SP 034 277).East Lansing, MI:National Center for Research on Teacher Learning.(ERIC Document No. ERIC ED 353 251).
- Fuller, F. F. (1969). Concerns of teachers: A development conceptualization. American Educational Research Journal, 6, 207 -226.
- Galluzzo, G. R. & Craig, J. R. (1990). Evaluation of preservice teacher education. programs. In W. R. Houston (Ed.), Handbook of research on teacher education (pp. 599 - 616). New York: Macmillan

- Galvez-Hjornevik, C. (1986). Mentoring: A review of the literature with a focus on teaching. (Report No. SP 026 700). Austin, TX:Texas University, Research and Development Center for Teacher Education. (ERIC Document No. ERIC ED 262 032).
- Ganser,T. (1991). Beginning teachers' and mentors; perceptions of effective mentoring programs, (Report No. SP 033 295). Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans (ERIC Document No. ERIC ED 337 428).
- Ganser, T. (1992). Getting off to a good start: A collaborative mentoring program for beginning teachers. (Report No. SP 033 726). Paper presented to Mentoring Conference, Chicago. (ERIC Document No. ERIC ED 343 899).
- Garmston, R. (1987). How administrators support peer coaching. Educational Leadership 44 (5) 18-26.
- Gehrke, N. (1988). Toward a definition of mentoring. Theory into Practice, 28 (3), 190-194.
- Glickman, C. D. (1990). Supervision of instruction: A developmental approach (2nd ed.). Boston: Allyn and Bacon.
- Gold, M. J. (1987). Retired teacher as consultants to new teachers: A new inservice teacher training model. (Report No. HE 022 654). Washington, DC. (ERIC Document No. ERIC ED 306 928).
- Goodlad, J. I. (1990). Teacher's For Our Nation's Schools. San Francisco: Jossey Bass.
- Gray, W. A. & Anderson, T.D. (1993). MSI Mentoring Style Indicator for Mentoring New Teachers . Vancouver, British Columbia,Canada: International Centre for Mentoring.
- Gray, W. A. & Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. Educational Leadership, 43 (3), 37-42.
- Gray, W. A. & Gray, M.M. (1993). P.S.III Mentor Program. TMI: The Mentoring Institute Inc. West Vancouver, British Columbia, Canada.
- Greenwood, G. E. & Parkay, F. W. (1989). Case Studies for Teachers Decision Making New York: Random House.
- Grimmet, P. P., MacKinnon, A.M., Erickson, G.L. & Riecken, T.J. (1990). Reflective practice in teacher education. In R.T. Clift , W.R. Houston, M.C. McPugach Encouraging Reflective Practice in Education, (pp. 20 - 38) New York: Teachers College Press.

- Heller, M. P., & Sindelar, N. W., (1991). Developing as effective teacher mentor program. (Report No. SP 033 140). Bloomington, IN: Phi Deltas Kappa Educational Foundation, (ERIC Document No. ERIC ED 332 996).
- Hogan, P. (1992). A community of teacher researchers: A story of empowerment and voice. Orbit: A Publication of the Ontario Institute for Studies in Education. 23 (4), 26-28.
- Houston, W. R., McDavid, T., & Marshall, F. (1990). A study of the induction of 300 first year teachers and their mentors. (Report No. SP 032 761). Houston, TX: Houston Independent School District. (ERIC Document No. ERIC ED 338 558)
- Huling-Austin, L. L. (1990). Mentoring is squishy business. In T. M. Bey & C. T. Holmes (Ed), Mentoring: Developing Successful New Teachers. (pp. 39 - 50).Reston, VA: Association of Teacher Educators.
- Hyman, R. (1986). School Administrator's Staff development Activities Manual Englewood Cliffs, NJ:Prentice-Hall.
- Johnson, J. M. (1987). Selected annotated bibliography. Action in Teacher Education. 8 (4), 81 - 85.
- Johnson, J. M. & Ryan, K. (1983). Research on the beginning teacher: Implications for teacher education. In K.R. Howey, & W.E.Gardner (Ed.) The Education Of Teachers (pp. 136 - 162) New York: Longman.
- Johnston, J. & James, T. (1986). Leadership and cooperation through mentoring - rethinking roles in teacher education, (Report No. SP 028 133). Flagstaff, AZ: Papaer presented at the Association of Teachers Education Summer Workshop (ERIC Document No. ERIC ED 274 649).
- Joyce, B. R., & Showers, B. (1981). Transfer of training: The contribution of coaching. Journal of Education, 163 (2) , 163-172.
- Kamii, M. & Harris-Sharples, S. (1988). Mentors and new Teachers reshaping the teaching profession in Massachusetts. (Report No. SP 031 635).Boston, MA:Wheelock CollegeReport of the Wheelock College Conference on Mentor Training (ERIC Document No. ERIC ED 313 331).
- Kilcher, A. (1991). Mentoring beginning teachers. Orbit, A Publication of the Ontario Institute for Studies in Education. 22 (1), 18-19
- Kling, R. E. & Brookhart, D. A. (1991). Mentoring: A review of related literature. (Report No. SP 033 864).Colorada: Colorado State University (ERIC Document No. ERIC ED 346 095).
- Knowles, M. (1990). The Adult Learner a Neglected Species .4th ed. Houston, TX: Gulf Pub. Co.

- Little, J.W. and Nelson, L. (1990). Mentor Teacher - A Leader's Guide to Mentor Training. (Report No. EA 021 515). Washington, DC: Office of Educational Research and Improvement. (ERIC Document No. ERIC ED 328 940).
- Mateja, J. E.(1992). Mentoring: The possibility that became a reality. Intervention in School and Clinic, 27 (5), 298-302.
- Million, S. K. (1990). Training mentors and protégés: The key to successful mentoring, Kappa Delta Pi Record. Fall, 21 - 23.
- Odell, S. (1990). Mentor teacher programs. What researchers say to the teacher. (Report No. SP 032 566). Washington, DC: National Education Association.(ERIC Document No. ERIC ED 323 185)
- Odell, S. J., Loughlin, C. E. and Ferraro, D. P. (1987). Functional approach to identification of new teacher needs in an induction context. Action in Teacher Education. 8 (4), 51 -47
- Office of Educational Research and Improvement (1986). Teacher Mentoring. ERIC Digest #7, (Report No. SP 027 874). Washington, DC: ERIC Clearinghouse on Teacher Education. (ERIC Document No. ERIC ED 271 477).
- Office of Educational Research and Improvement (1988). Bridges to strength: Establishing a mentoring program for beginning teachers; An Administrator's Guide. (Report No. SP 032 352). Washington, DC. (ERIC Document No. ERIC ED 318 732).
- Perrone, V. (Ed.). (1991). Expanding student assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reiman, A. J. and Edelfelt, R. A. (1990). School-based mentoring programs. Untangling the tension between theory and practice. (Report No. SP 032 904). North Carolina:North Carolina State University. (ERIC Document No. ERIC ED 329 520).
- Robbins, P. (1991). How to plan and implement a peer coaching program. (Report No. EA 023 855). Alexandria, VA: Association for Supervision and Curriculum Development, (ERIC Document No ERIC. ED 337 881)
- Ross, D. D. (1990). Programmatic structure for the preparation of reflective teachers. In In R.T. Clift , W.R. Houston, M.C. McPugach (Ed.) Encouraging Reflective Practice in Education . (pp. 97 -118) New York:Teacher College Press.
- Schnieder, A.M. (1990). Understanding context: A key to the design of formalized mentor programs to induct beginning teachers. (Report No.



SP 032 855). Paper presented at National Council of States on In service Education, Orlando, FL. (ERIC Document No. ERIC ED 327 523).

Schon, D. A. (1987). Educating the Reflective Practitioner. San Francisco: Jossey-Bass.

Scott, B. (1988). Interpersonal communications: A human relations practicum training module VIII, Department of Education, Washington, DC.

Sharp, P. (1993). Sharing Your Good Ideas. Portsmouth, NH: Heinemann.

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

Skaw, K. & Rogers, L. (1991). The challenge of mentoring: Continuing to learn, Paper presented at WestCAST, Regina Saskatchewan, Canada.

Spence, H. and Hays, P (1991). Prophets in our own land Orbit: A Publication of the Ontario Institute for Studies in Education. 22 (1), 14-17.

Stiggins, R. (1986). Teacher evaluation: Accountability and growth systems - different purposes. NASSP Bulletin, 70 (490), 51-58.

Thies-Sprinthall, L. (1986). A collaborative approach for mentor training: A working model. Journal of Teacher Education, 37 (6), 13-19.

Veenman, S. (1984) Perceived problems of beginning teachers. Review of Educational Research. Summer, 1984, Vol. 54, (2) 143 -178.

Ware, R. (1992). A collaborative role of higher education in the mentor teacher- internship Program in New York State. (Report No. SP 033 642). Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, FL. (ERIC Document No. ERIC 343 866).

Weeks, P. V. (1992). A mentor's point of view. Intervention in School and Clinic, 27 (5), 303-306.

Wildman, T. M., Magliaro, S. G., Niles, J. A., McLaughlin, R. A.. (1990). Promoting reflective practice among beginning and experienced teachers. In T. C. Clift, W. R. Houston, M. C. Pugach (Ed.) Encouraging Reflective Practice in Education. (pp. 139 -162) New York: Teacher College Press.

Winsor, P. J. (1994). A Guide to the Development of Professional Portfolios in the Faculty of Education. University of Lethbridge, Lethbridge, Alberta, Canada.

- Wood, F. and Thompson, S. R. (1980). Guidelines for better staff development. Educational Leadership 37 (5), 374 - 378.
- Worthen, B. R. and Sanders, J. R. (1987). Educational Evaluation: Alternative Approaches and Practical Guidelines. New York:Longman.
- Zeichner, K. and Tabachnick, R (1982). The belief system of university supervision in an elementary student teaching program. Journal of Education for Teachers. 8, 34-54.
- Zimpher, N. and Howey, K. (1987). Adapting supervisory practices to different orientations of teaching competence. Journal of Curriculum and Supervision. 2, 101-127.
- Zimpher, N. and Rieger, S. R. (1988). Mentoring teachers: What are the issues? Theory Into Practice. 27 (3), 175 -181.