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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

MENTORING AND MENTOR EFFICACY:

A TRAINING PROGRAM'S EFFECTIVENESS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

By

Anita Jo Mc Daniel Hernandez

Norman, Oklahoma

2001

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A DISSERTATION

APPROVED FOR THE COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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CHAPTER I

THE IMPORTANCE OF MENTORING AND MENTOR-EFFICACY

Introduction

Since the time of Odysseus leaving for Troy, who upon going off to war, left the education of his son, Telemachus, in the care of his friend Mentor (Galvez-Hjornevik, 1985; Odell, 1990; Tickle, 1993), mentor/protégé training has been the classic model for delivering direct instruction by using real world application to develop young minds and to prepare them for the world of work. The term "mentor" is characterized as a trusted guide and counselor (Galvez-Hjornevik, 1985). Using this approach of direct instruction and real world application gave, and continues to give, meaning to the learning process. The mentor/protégé process of training, nurturing and developing the protégé to attain a level of quality ultimately produces a level of expertise which can then be passed down to future generations without losing the superb grade, character, value and substance of the knowledge gained. It should be understood that the relationship between a mentor and a protégé is not an easy one: "...it was Mentor's task to help Telemachus see the error in his judgment in a way that would allow the young protégé to grow in wisdom and not in rebellion" (Clawson, 1980, pp. 145-146).

The mentoring process has served as a powerful developer of human potential for many centuries. The effects of mentoring are far reaching, whether positive or negative. Mentor teachers are seen by some as the most influential people in the pre-service

teachers' career development. The optimistic values and beliefs that mentor teachers' hold are essential to providing competent, caring and committed teachers for the next generation.

In what ways can the mentoring process be supported so that it will make a difference for teacher preparation? Head, Reiman and Thies-Sprinthall (1992) and Huling-Austin (1990) suggested that truly effective mentoring is a very complex process and function for both the mentor and protégé. Mentoring needs to be more than just the mechanical accomplishment of items on a mentor checklist. Darling-Hammond, et al (1992) suggested that we should be careful to distinguish the difference between mentoring and the mentor.

Mentoring is the process by which others are guided, directed and taught the various ways to reach a particular career path or goal, and the mentor is the person who influences and advises by his or her own values, beliefs and perspectives various ways to reach a particular career path or goal. Many mentors have different values and beliefs about teaching and learning, and many mentor relationships are not as successful as predicted. Differing values and beliefs suggest that the stakes are high for those involved in teacher preparation because pre-service teachers are highly influenced by their mentor teachers. The important task at hand for educators in higher education is to provide a foundation or framework for mentors to gain the tools needed to better understand the complex function of mentoring.

For the people involved in the process mentoring may mean different things. In most instances, mentors are only provided with minimal training to acquire knowledge about the various mentoring roles they are expected to perform. Head, Reiman and Theis-Sprinthall (1992) suggested that research look more closely at the training of mentors, specifically, the context, content and consequences of mentoring. Important aspects of mentor training might include values and beliefs about teaching and learning and supervision tools for guiding pre-service teachers through a reflective process to gain a deeper understanding of the teaching and learning process. "Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he/she believes about himself/herself" (Combs in Pajares, 1992, p. 307). This idea leads to the assumption that the beliefs teachers hold influence their perceptions and judgments, which in turn affect their behavior in the classroom. It seems essential, then, to better understand the belief structures of mentor teachers and their influence as we go about the task of improving teacher preparation and teaching practices. In other words, the importance of self-efficacy in the mentor/mentoring process and supervision of instruction, typically associated with administration, should be explored as each plays a vital role in the internship experience.

The internship experience is the culminating activity of a teacher education program and it is widely recognized as making a significant contribution to the preparation of teachers in that it serves as the vital link between academic preparation and full-time independent teaching (Bey, 1992; Lortie, 1975; Steffy, 1989). The internship

program places pre-service teachers with mentor teachers, also known as cooperating teachers, to have a lived experience while teaching and learning. University teacher training facilitators hope that pre-service teachers are provided with mentors who are good role models with a high sense of self-efficacy and who exemplify the best educational practice. It is hoped as well that internship programs have been designed to provide an experience in a professional setting that will enhance growth in teaching and aid in developing the competencies of individuals being admitted into the teaching profession.

History of Student Teaching in America

Student teaching or practice teaching, to which it is sometimes referred, has become one of the most valued components of the teacher preparation program across the United States and in European countries. The idea that one learns by doing has guided colleges of education as a philosophy that enables inexperienced, novice pre-service teachers to experience first hand the complexities of teaching.

Tell me,
I forget;

Show me,
I remember;

Involve me,
I understand.

Pestalozzi, Dewey and their followers supported such ideas and believed strongly that learning by doing was the best approach for teaching students in the classroom. It is this learning by doing that can be found at the very heart of the student internship experience today. Not only did the experimental schools provide an understanding of the learning process of children; in addition student teachers were deeply involved in their own learning process. Thus, learning by doing was embraced by all participants, and such learning by doing reflected the importance of the mentor/protégé relationship that is still utilized in today's internship experience.

Normal Schools

The word "normal" stems from the Latin word meaning a model or rule denoting that the objective of the institutions was to provide teachers with the rules for teaching (Butts & Cremin, p. 286). America's first normal schools established between 1823 and 1827 were private. These first schools were of great importance because they influenced the course of teacher training in the private academies that prepared the great majority of American common school teachers before 1865.

According to Pulliam (1968) and Lortie (1975), teacher training during the early years was handled by the same academies and colleges that trained ministers, and those colleges and universities gave no special direction on courses for the teacher. Lortie noted that some young men who aimed toward the ministry took on teaching duties along the way. This suggested that teaching could be seen as an apprenticeship to be discarded after one acquires credentials for a more significant position. According to Lortie (1975)

the subjects most frequently required were educational psychology, methods of teaching, social foundations of education and student teaching. Lortie described practice teaching as the closest thing to a genuine apprenticeship for teachers (1975). Continually mentioned in the literature during the early stages of education training in America is the importance of not only subject matter, but also the ability to transfer that subject matter – the art of teaching. This art is firmly implanted in a mentor's ability to mentor a protégé toward good teaching practices.

Teacher Training in America: Oklahoma Model

In Goodlad's *Teachers for Our Nation's Schools* (1990) he made recommendations suggesting how the colleges of education might improve the quality of teacher preparation. Postulate 17 of Goodlad's 19 postulates indicated that schools and universities needed to forge linkages with graduates for evaluating and revising current programs and supporting the critical early years of teaching transition. Of the many states and universities studied, Oklahoma was recognized as an exception. Recently, Education Week's report *Quality Counts*, (2000) provided an analysis of the improvements and accomplishments made in each of the 50 states. Education Week ranked Oklahoma third highest in improving teacher quality. Goodlad (1990) recognized the Oklahoma Legislature and Oklahoma colleges of education as leaders providing needed support for beginning teachers. One goal of particular interest was the "implementation of a first class mentoring system for new teachers in the first three years of their teaching career" (OCTP Report, Dec. 1994).

As numerous researchers have noted, ideally, teacher preparation should provide pre-service teachers with a strong curriculum base, extended clinical experiences, mentoring and support for beginning teachers with the understanding of the developmental stages of each teacher's career development. Extended opportunities in classroom settings concurrent with campus-based course work would allow the theory to practice to become a richer and more meaningful experience.

Lortie (1975) reminded us that those who teach have normally had 16 years of contact with teachers and professors. The implication is that many student teachers have "played" school for so long that they could give in full detail an impersonation of most any teacher they have had in class. Lortie continued to note that student teachers have no reliable basis for assessing the difficulty or demands of various teaching acts prior to student teaching and thus may attribute mentor teachers' actions to differences in personality or mood. Lacking this understanding of linkages between teaching objectives and teacher actions, student teachers may not make the transfer between their schooling experience and their preconceived ideas about teaching in the pre-service setting.

Christensen (1991) and Lortie (1975) reflected that teachers in general have had 15 to 16 years of observation of teacher skills and strategies through their own educational process. Christensen suggested that they have had ample opportunity to internalize these demonstrations of instruction, whether effective or not, and in action, within a moment of indecision teacher candidates probably rely on the influence of those earlier experiences. Unfortunately, this predisposition about teaching knowledge and

skills may impede many pre-service teachers' growth and development in the early stage of their careers. "Overcoming these barriers to growth through the mentoring and training process will enable the protégé to become an integral part of the profession, which is the purpose of the process" (Christensen 1991, p.11). It becomes then an essential task for mentor teachers to share their tacit knowledge. However, knowledge that is understood, unspoken and implicit is not always easily explained and discussed. Many mentor teachers have not fully reflected on how or why they proceed as they do in the classroom with students. How do mentor teachers explain what they are doing and why they are doing something at any particular moment? Many classroom teachers are just intuitively aware of and know when to make adjustments, move about the classroom and assist students. These teachers have a "withitness" (Bey, 1992) that supports effective classroom instruction for teaching and learning. Schon (1990) indicated that training in reflection and practicing reflection are essential to the cognitive development of mentor teachers. All of these factors are influential in the student teaching process, including the interaction between the mentor and the protégé. The reviewed literature pointed to important stages in teacher development that need consideration when determining methodology to make the training of mentors more effective and to determine how to select the best mentors.

The cooperation and collaboration of many people within the profession are necessary to provide the kind of internship experience that is essential to the professional development of prospective teachers. In many cases during the internship phase, it is

assumed that mentor teachers have the same beliefs about teaching and learning that are central to teacher education programs from which the intern has come. It is assumed that mentor teachers help the intern transform theory into practice during the internship phase of the teacher preparation program and that a mentor's self-efficacy plays an important role in that transformation.

According to Pajares (1992), self-efficacy is a cornerstone of social cognitive theory. A teacher may have knowledge of subject matter, but have no idea how to put the students in possession of it. Likewise, a teacher may know classroom management procedures and how to execute them, but be uncertain as to when or under what conditions they should be used. Porter and Freeman (1986) suggested that orientations to teaching were central to desired student achievement. Knowing how to transmit these educational circumstances to a student intern is critical in the mentor/intern relationship. The implications of this transmission are critical to provide a rewarding experience to the intern, but just as important is a better understanding of the mentor's self-efficacy in providing such an experience. Mentor training to increase the mentor's self-efficacy of mentoring pre-service teachers may be the vehicle to increasing the chances for successful student teaching experiences. The researcher began by discovering the general references made about mentors, the mentoring process, the stages of teacher development and supervision of instruction as they relate to self-efficacy in the mentor/protégé relationship.

Mentors

Galvez-Hjornevik (1985) suggested that there have been numerous references to the term "mentor" in the literature with various meanings attached to the term that make it difficult to understand and discuss. Mentor has been used also in the business world to mean such things as: teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader. In education, however, it is critical to understand that the mentoring phenomenon, especially as it relates to the training of new teachers, has its theoretical base in adult development (Galvez-Hjornevik, 1985). Cross (1981) maintained that adult learners are continually changing to meet and deal with the diversity that life offers.

Perhaps there has been a tendency in education to overlook the fact that student teachers are young adults and/or non-traditional students who have very specific needs and expectations during the phase of life called "student teaching." During student teaching, the mentor is at a specific phase in life also and therefore brings specific desires and expectations to the mentor/protégé relationship. Steffy (1989) addressed this adult life phase as the career stages of classroom teachers. She indicated that the objective of teacher development is the implementation of an organization that supports teachers in their efforts to become and remain expert/master teachers.

Steffy (1989) and Bey (1992) stated that teaching is more than telling. Student teaching is a complex, dynamic, mutually interactive and contextually grounded endeavor. "It is a living interchange between generic and idiosyncratic forces, not the

least of which is the personality of the teacher mixed in with the panoply of student-related variables" (p. 173). In other words, student teaching is at least two pronged with the mentor participating either directly or indirectly with the protégé. Knowles (1970) and Houle (1969), known as seminal researchers in their study of adult learning theory, revealed the importance of addressing the adult learner as self-directed and continuously learning. Mentoring, important for the protégé's growth, is noted as significant for the maturation of the senior participant as well. Kram (1997) noted that adult growth is enhanced at midlife in order to redirect one's energies into creative and productive action that can be responsive to relevant concerns. "In school contexts the beginning teacher, often in the 'young adult phase,' is seeking to establish his/her person in the school. A mentor association can assist these teachers in the critical period of maturation in the adult world of work" (Galvez-Hjornevik, 1985, p. 11) and it may not be limited to just the training associated with student teaching. Both the mentor and the protégé bring their own ideas and personalities into the student teaching process.

Helpful mentors are best described by Head, Reiman, and Sprinthall (1992) and O'Hair and O'Hair (1996) as good communicators. Those who can encourage and elicit dialogue between the mentor and protégé offer the most effective pre-service opportunity. The role of the mentor is multifaceted, according to Head, Reiman, and Sprinthall. They noted that mentors find themselves functioning variously as a trusted colleague, developer, symbolizer of experience, coach/supervisor and "anthropologist for their protégé" (p. 9). Huling-Austin (1992) suggested that mentors need skills in how to

explain or model pedagogical content knowledge to student teachers. Ganser (1999) took this notion a step further and suggested that mentors should be proficient in skills typically associated with instructional supervision and that perhaps this is a missing component within teacher preparation programs (Ganser, 1999). Again, this notion supports the importance of the relationship between the mentor and the protégé and reflects the inherent importance of self-efficacy. According to Sudzina, Giebelhaus and Coolican (1997), mentoring is a complex activity. Given the nature of this complexity, it would appear that only the best mentors, those with increased knowledge of supervision of instruction, would be providing this training. However, this is not always the case.

Not all effective teachers of children are effective mentors of student teachers. Nor is it true that good mentors for pre-service teachers are always models of effective teaching practice. Becoming a mentor teacher should not be confused with becoming a cooperating teacher. All school-based teachers who work with a university for teacher preparation are cooperating teachers, but not all such teachers are mentor teachers. Having a student intern assigned automatically makes one a cooperating teacher. It does not, however, automatically make one a mentor.

There are various reasons why a teacher would become a mentor teacher. Career advancement, prestige and a sense of perpetuating the profession are all noble reasons a teacher would become a mentor teacher. However, there are some less noble reasons teachers choose to become a mentor as well. These reasons, whether positive or negative, have an effect on the mentor/protégé relationship. Ganser (1995) suggested that

it is assumed that being an effective teacher of children automatically means being an effective mentor. However, as Ganser continued to explain, mentors are teachers of adults and they are teacher educators. Lasley (1996) believed that mentors are ordinary people who do extraordinary things giving of their time, effort and interest to others. He further suggested that many mentors are mentors in name only, as they fail to affect the lives of students. Granade-Sullivan (1992) quoted Plato who said "those who have torches will pass them on to others" (p. 11). In sum, the success of the student teacher experience is influenced by the effectiveness of the mentor.

The Mentoring Process

The unique relationship between the mentor and the student teacher must be nurtured to obtain the desired outcome for student teacher success. Odell and Ferraro (1992) suggested there are three goals important to mentoring pre-service teachers and beginning teachers: to provide guidance and support from the mentor teacher; to promote the professional development of beginning teachers and to retain beginning teachers. Golian (1995) said, "fostering mentor relationships in adult learning environments is a complex process demanding flexibility and an understanding of human interrelationships" (p. 79). The key for a successful student teaching experience, however, is determined in part by the effectiveness of the mentor.

Helping mentors recognize potential barriers to the developing mentor/intern relationship is fundamental. "Overcoming these barriers to growth through the mentoring and training process will enable the protégé to become an integral part of the profession,

which is the purpose of the process" (Christensen 1991, p.11). It becomes then an essential task for mentor teachers to share their tacit knowledge. However, knowledge that is understood, unspoken and implicit is not always easily explained and discussed. Many mentor teachers have not fully reflected on how or why they proceed as they do in the classroom with students. Schon (1990) indicated that training in reflection and practicing reflection are essential to the cognitive development of mentor teachers. All of these factors are influential in the student teaching process, including the interaction between the mentor and the protégé. There are important stages in teacher development that need consideration when determining methodology to make the training of the protégé more effective and to determine how to select and train the best mentors.

Stages of Teacher Development

Like passages through life, stages of career development are an inevitable occurrence, and these stages offer a way of identifying points along a continuum. Reiman and Thies-Sprinthall (1998), Berliner (1990), Kagen (1992), Ryan (1986) and Steffy (1989) suggested that the stages of teacher development range from the novice teacher to the master teacher. These stages depend upon a teacher's professional development and the teacher's ability to transfer new skills into the instruction of the classroom. Maynard and Furlong (1993) have identified five distinct stages that students and beginning teachers typically move through in learning to teach: early idealism, survival, recognizing difficulties, hitting the plateau and moving on. Given the emphasis in the literature, one might assume mentor trainers who address teacher development

stages during pre-service training and mentor training would garner the most positive results. Also, when working with diverse individuals at all ages and stages in life, it becomes extremely important to be cognizant of the specific needs of individuals at those stages to ensure that the different styles of training activities are appropriate.

Christensen (1991) proposed that time is a critical element to the mentor/protégé relationship. Wood and Thompson (1993) and Joyce and Showers (1983) claimed that time is a critical factor to the growth and development of staff developers at whatever the stage of teacher development. They noted that time was critical for learning processes like pre-observation conference, observation and post-observation conference, coaching and developing dialogue between colleagues at any stage of teacher development. The mentor and pre-service teachers are in an unusual situation. They have the role of teacher and learner, while simultaneously both the mentor and pre-service teacher as adult learners are at various levels of development in their respective careers.

A mentor's role must be identified for the successful pre-service training experience to come to fruition. It is key that a mentor's role should be described and explained in the mentor training process. However, few sustained efforts to give continued support and guided maintenance for mentors are described in the literature. Krupp (1989) believed that "research on adult learning and development mandates a switch to a growth orientation" (p.45). She also suggested that educators should openly discuss their efforts to learn new knowledge and their attempts at developing new skills serving as models for growth, suggesting the importance of mentor teachers modeling

continuous growth and life-long learning. It is of vital importance that the mentor teacher explain what he/she is doing and why it is being done at any particular moment. How to make this process a reality becomes a relevant question. Several recent studies have reflected the increased attention on the above criteria for a successful training program.

Training Mentors

The following three studies were of particular interest to the increased understanding of how to better prepare pre-service teachers through the mentoring process. Ganser (1994) studied the use of metaphor and noted it offered rich examples of how the mentor described the relationship between himself/herself and his/her protégé. Reiman and Thies-Sprinthall's study (1993) suggested that by developing the cognitive and metacognitive skills of the mentor, the pre-service teacher would reap the benefits by mentor modeling and example. Burk, et al. (1996) designed a study that incorporated Goodlad's (1994) suggestion, where student interns are propelled into the real world of teaching with the assistance of a team of educators. Each of these studies described the relationship between mentor teachers and pre-service teachers and is significant in supporting the premise that teacher stages and teacher development are critical to increasing the likelihood of preparing the most effective teachers for the future. Each study recognized and identified the need for addressing the adult learner at his or her particular level of professional development as well. Lastly, each study described the importance of specific elements for the training of both the mentor and the pre-service teacher.

Each of the three studies had similar areas of concern and interests. The implications of the studies supported the preparation and training of mentor teachers as the key factor to supporting the teacher candidate. The studies reflected that the mentor teacher is the critical component to the successful preparation of effective teachers who are student centered and who model life-long learning. While there may be differences in the manner in which teacher preparation reforms are focused, teacher preparation reform efforts address essentially the same purpose: to increase the quality of teachers graduating from colleges and universities who are prepared to meet the diverse needs of children and enhance student achievement.

Mentoring pre-service teachers is a valued component to the success of a teacher education program. To date, mentors equipped with the appropriate skills for mentoring offer the best possible field training experiences for student interns. Odell, Huling, and Sweeny (2000) claimed "the role of the mentor in pre-service and induction programs as highly significant" (p. 10). A mentoring framework was developed by Reiman and Theis-Sprinthall (1998) to be used as a guide for teacher preparation and induction. It was described as a tool for analyzing the complex phenomenon of mentoring pre-service and novice teachers. Reiman and Thies-Sprinthall (1998) suggested that because mentoring is recognized as a highly complex and interactive process, this book, Mentoring and supervision for teacher development (1998) could be used as a tool for planning and implementing quality mentor training in teacher education programs. To date, it appears to be one of the most complete guides presented in the literature to assist

teacher education programs in providing the most comprehensive tools for program enhancement and enrichment.

As stated previously, "perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he/she believes about himself/herself" (Combs in Pajares, 1992, p.307). If the beliefs teachers hold influence their perceptions and judgments, which in turn affect their behavior in the classroom, then this phenomenon of mentor's self-efficacy should be studied. According to Bandura (1993) and Pajares (1996), efficacy beliefs help determine how much effort people will expend on a activity, how long they will persevere when confronting obstacles and how resilient they will prove in the face of adverse situations. "The higher the sense of efficacy, the greater the effort, persistence and resilience" (Pajares, p. 544). Guyton and Wesche (1996) noted that student teachers' attitudes and performance are a result of the experience within the school context. It therefore seems essential to better understand the belief structures of mentor teachers in the effort of improving teacher preparation and teaching practices. The goal is to better understand self-efficacy as an example of social cognitive theory and adult learning theory stages of development as used in the teacher preparation process.

Many teachers may have knowledge of subject matter, classroom management procedures and how to perform them, but the same teachers may be uncertain as to when or under what conditions they should be used. It is important to understand that the mentor's tacit knowledge of the countless daily tasks required of effective teaching needs

to be conveyed to the pre-service teacher. However, and just as important, many mentors have no idea how to put the students in possession of it. Porter and Freeman (1986) suggested that orientations to teaching were central to desired student achievement. These orientations are: "teachers' beliefs about student learning and the learning process, the role of schools in society, the curriculum and pedagogy, the purpose of schooling, teacher responsibility for achieving goals and the belief that students are capable of achieving these goals" (p.286). Knowing how to transmit these educational circumstances to a student intern is critical in the mentor/intern relationship. The implications are critical to better understanding the mentor's efficacy in mentoring a pre-service teacher as a result of mentor training.

Statement of the Problem

The following questions guided the research: will training that focuses on supervision of instruction provide support and role identification to mentor teachers as they attempt to guide student interns through the student teacher's professional semester? In particular, will such training increase the mentor's self-efficacy of mentoring?

Purpose of the Study

The purpose of this study was to investigate mentor teachers' perception of their various roles as a mentor and sense of self-efficacy as a result of participating in a graduate class for mentor training. In the development of this study the researcher was interested in exploring issues related to mentor training. Does mentor thinking change as a result of mentor training? Will mentors who have had training in supervision of

instruction and adult stages of development feel more confident that they can mentor student teachers as a result of mentor training? Does training mentors in supervision of instruction affect the mentors' perception of their effectiveness with student interns? By examining the perceptions of mentors with regard to their role and sense of self-efficacy, this study sought to establish an understanding of mentor needs in the form of training that will enhance the effectiveness of the student teaching experience. This study also sought to establish the mentor skills typically associated with supervision of instruction that seem helpful in increasing the mentor's self-efficacy in regard to student teaching.

Definition of Terms

Cooperating School: An elementary or secondary school that has agreed to cooperate with the university by accepting teacher education students for the specific field experiences commonly referred to as student teaching.

Likert-type Scale: A scale that measures an individual's attitude or perception toward a particular situation.

Mentor: A certified faculty member of the public school system who has agreed to be involved in workshops provided by the university to enhance the observing, instructing and evaluating of interns.

Open-ended questioning: Questions structured to allow participants to respond in his or her own words (Glesne & Peshkin, 1992).

Self-Efficacy: 1.The belief in one's own capability to successfully perform a task. 2. Personal teaching efficacy is the teacher's evaluation of his/her own ability to bring about positive student change and motivation.

Student Teacher/Student Intern: A student in the education department who is currently in his or her professional semester for student teaching.

Triangulation: The strategy of using several different kinds of data-collection to explore a single problem or phenomenon (Gall & Borg, 1989).

Summary

This study sought to inquire if training in supervision of instruction, typically associated with administration, increased the mentor teacher's self-efficacy to mentor pre-service teachers. This was accomplished by using a mixed methods approach to data collection. Three forms of data were collected. A pre and post self-efficacy questionnaire, weekly reflection journals and semi-structured pre and post interviews with five participants were used to triangulate the data. Participants were enrolled in a graduate class that focused on supervision of instruction when mentoring pre-service teachers. Chapter two will discuss the literature reviewed.

CHAPTER II

PASSING THE TORCH: A REVIEW OF THE LITERATURE

Introduction

As noted in the introduction in Chapter I, mentor/protégé training has been the classic model for delivering direct instruction and training to develop young minds for a particular vocation. This is certainly true in education where the "mentor" is characterized as a trusted guide and counselor (Galvez-Hjornevik, 1985). However, the success of the relationship between the mentor and protégé and the success of the protégé in the student teaching experience are dependent upon numerous variables, variables that must be controlled and guided if the outcome is to be "wisdom" of the teaching profession. There are numerous factors in this relationship that require clarification: the characteristics of mentors, the importance and history of student teaching, teacher training, stages of teacher development, adult learning and training needs, the self-efficacy of mentors and mentor tacit knowledge through reflection. First however, we must reflect on how the term mentor has been used both in and out of the education arena.

Galvez-Hjornevik suggested a number of references for the term mentor in the literature with many different meanings attached to the term. These various meanings have made it difficult to understand and discuss the term. The term has been used in

business and in education to mean: teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader.

It appears that the definition and role of the mentor have varied according to the intent of the relationship. For example, business and industry have recognized the important role that a mentor plays in the advancement of corporate climbing employees. Many businesses have provided the setting for developing the mentor/protégé relationship. According to Merriman (1983), business has explored the concept from the perspective of career development. Business has differentiated the terms coaching, sponsor and mentor and has suggested that coaching refers to the "boss," as in preparing and suggesting specific growth needs. The "sponsor" suggests that an advanced colleague picks the protégé and promotes him/her to an advanced level in the corporate hierarchy (The Woodlands Group, 1980). In education, however, it is critical to understand the mentoring phenomenon especially as it relates to the training of new teachers with its theoretical base in adult development (Galvez-Hjornevik, 1985). Cross (1981) maintained that adult learners are continually changing to meet and deal with the diversity that life offers, and noted that it would be difficult to think of some way to live in a society changing as rapidly as ours does without constantly learning new things.

Given the perspective of learning that Cross noted, this should also be true of the people being trained to teach. Perhaps there was a tendency in education to overlook the fact that student teachers are young adults and/or non-traditional students

who have very specific needs and expectations during the phase of life called "student teaching." During their training, the mentor, too, was at a specific phase in life and therefore brought specific desires and expectations to the mentor/protégé relationship. Steffy (1989) addressed this adult life phase as the career stages of classroom teachers. She indicated that the objective of teacher development is the implementation of an organization that supports teachers in their efforts to become and remain expert/master teachers. Steffy (1989) and Bey (1992) stated that teaching is more than telling. Student teaching is a complex, dynamic, mutually interactive and contextually grounded endeavor. "It is a living interchange between generic and idiosyncratic forces, not the least of which is the personality of the teacher mixed in with the panoply of student-related variables" (Bey, p. 173). In other words, student teaching is at least two pronged with the mentor participating either directly or indirectly with the protégé. Mezirow's (1991) concept of perspective transformation of adult learning suggested that at some point, new learning is not just additive to what one already knows. Rather, new learning transforms existing knowledge to bring about a new perspective. Knowles (1970) and Houle (1966), known as seminal researchers in their study of adult learning theory, revealed the importance of addressing the adult learner as self-directed and the process of learning as continuous. Mentoring, important for the protégé's growth, is also significant for the maturation of the senior participant. Kram (1983) noted that adult growth is enhanced at midlife in order to redirect one's energies into creative and productive action that can be responsive to relevant concerns. "In the

school contexts, the beginning teacher, often in the 'young adult phase,' is seeking to establish his/her person in the school. A mentor association can assist these teachers in the critical period of maturation in the adult world of work" (Galvez-Hjornevik, 1985, p. 11) and these mentor associations may not be limited to just the training identified with student teaching, because the mentor/protégé relationship may transcend these boundaries. Podsen and Denmark (2000) related that the "central quality of mentoring is that it is intentional, nurturing, insightful and supportive" (p.29). However, it must be noted that both the mentor and the protégé bring their own ideas and personalities into the student teaching process, his or her own self-efficacy. And though other areas influence the relationship between the mentor and the protégé, self-efficacy is one of the most important.

The Mentor

Characteristics of the Mentor

Helpful mentors are best described by Head, Reiman and Sprinthall (1992) and O'Hair and O'Hair (1996) as good communicators. It seems to follow that those who can encourage and elicit dialogue between the mentor and protégé offer the most effective pre-service opportunity. The role of the mentor is complex according to Head, et al (1992). They noted that mentors find themselves functioning variously as a trusted colleague, developer, symbolizer of experience, coach/supervisor and anthropologist for their protégé. This supported Steffy's (1989) five stages and Ryan's (1986) four stages of teacher development. Huling-Austin (1992) suggested that

mentors need skills to be able to explain or model pedagogical content knowledge to student teachers. Ganser (1999) took this notion a step further and suggested that mentors should be proficient in skills typically associated with instructional supervision and that perhaps that is a missing component within teacher preparation programs (Ganser, 1996a, 1996b, in Ganser, 1999). Neale (1992) concurred with Head, Reiman and Sprinthall's notion that mentors use various roles during the mentor/protégé relationship that included supporter, guide, counselor, advisor, protector, encourager, confidant and befriender to the list of descriptors. Granada-Sullivan (1992) suggested, "mentoring roles need to be fluid and dependent upon the context and characters" (p. 2). In other words, the situation and the participants determined the direction. Again, this reflected the importance of the relationship between the mentor and protege. According to Sudzina, Giebelhaus, and Coolican (1997) mentoring is a complex activity. Given the nature of this complexity, it would appear that only the best mentors would be providing this training. However, this is not always the case.

The unique relationship between the mentor and the student teacher must be nurtured to obtain the desired outcome for student teacher success. Odell and Ferraro (1992) suggested there are three goals important to mentoring pre-service teachers and beginning teachers: to provide guidance and support from the mentor teacher; to promote the professional development of beginning teachers and to retain beginning teachers.

Huling-Austin (1990) identified the primary objectives for mentoring programs as being:

1. to improve the teaching performance of new teachers;
1. to increase the retention of promising beginning teachers during the induction year;
1. to promote the personal and professional well-being of beginning teachers;
1. to satisfy mandated requirements related to induction; and
1. to transmit the culture of the system. (pp. 16-24)

Huling-Austin (1990) believed that to achieve these objectives mentor teachers have roles to perform which are critically important in supporting the success of beginning teachers. Levine and Broude (1989) reported that as mentors are trained and train others they refine old skills and learn new ones. Through this process they reported a "sense of energy and rekindled enthusiasm" (p.77). Golian (1995) said, "fostering mentor relationships in adult learning environments is a complex process demanding flexibility and an understanding of human interrelationships" (p. 79). The key for a successful student teaching experience is determined in part by the effectiveness of the mentor.

Perhaps educators should take Covey's (1989) advice and "begin with the end in mind" (p. 9). Over the last three decades, research on teacher preparation reform and teacher training programs has proven to be a valuable guide toward understanding what constitutes quality teaching and student achievement. Darling-Hammond (1992) stated

that "as a nation, we are now in a situation where we cannot allow children to fail – we need to professionalize teaching" (p.15).

Mentor Objectives

Christensen (1991) suggested that the objectives of mentoring are directly the result of developing cognitive and metacognitive skills that include: the search for instructional excellence; the development of critical thinking skills in the areas of problem solving; the decision making, questioning techniques and effective strategies in instruction and management; and the proficiency in evaluative assessment. She continued to state that the "attainment of affective goals for the mentoring process are: providing a support system in adapting to the teaching situation; promoting acceptance of differing instructional practice between the pre-service teacher and the mentor; modeling of professional attitude and responsibility; provision for reflectivity, development of self-efficacy in teaching ability; and being an active listener for processing the pre-service teaching experience" (p.2). Recognizing the potential that mentoring has to offer was the easy part. Achieving these all encompassing goals and objectives set by Christensen (1991), Bey and Holmes (1992), Burk, et al. (1996), and Ganser (1999) was not always easily accomplished.

Malcolm Knowles (1970) defined andragogy as "the art and science of helping adults learn" (p.38) and contrasted it with pedagogy, which is concerned with helping children learn. Knowles suggested that adult learners have "unique characteristics" and these characteristics must be addressed in the mentor/protégé relationship. The mentor

and pre-service teachers are in a precarious situation. They have the role of teacher and learner, while simultaneously both the mentor and pre-service teacher as adult learners are at various levels of development in their careers. As noted earlier, Ganser (1995) related that it may be an assumption that teaching effectiveness easily transfers one into an effective mentor. And, as suggested earlier by Steffy (1989) and Bravmann (1986), each has specific needs that must be recognized and addressed for continued growth to take place. A mentor's role must be identified for the successful pre-service training experience to come to fruition. It is key that a mentor's role should be described and explained in the training process. However, few sustained efforts to give continued support and guided maintenance for mentors is described in the literature. It was this continued support and guidance that needed to be examined. Krupp (1989) believed that "research on adult learning and development mandates a switch to a growth orientation" (p.45). She also suggested that educators should openly discuss their efforts to learn new knowledge and attempts at developing new skills serving as models for growth, suggesting the importance of mentor teachers' modeling continuous growth and life-long learning. Krupp (1989) continued by suggesting that educators should realize that they should make learning for the adult learner relevant and practical, and those educators should accept the fact that failures are a necessary step toward growth. It is of vital importance that the mentor teacher explain what he/she is doing and why it is being done at any particular moment. How to make this process a reality becomes a relevant

question. Several recent studies in the literature reflected the increased attention on the above criteria for a successful training program.

The following three studies were of particular interest to the increased understanding of how to better prepare pre-service teachers through the mentoring process. Ganser (1994) studied the use of metaphor and noted it offered rich examples of how the mentor described the relationship between himself/herself and his/her protégé. Reiman and Thies-Sprinthall's study (1993) suggested that by developing the cognitive and metacognitive skills of the mentor, the pre-service teacher would reap the benefits by mentor modeling and example. Burk, et al. (1996) designed a study where student interns were propelled into the real world of teaching with the assistance of a team of educators. Each of the studies described the relationship between mentor teachers and pre-service teachers and was significant in supporting the premise that understanding teacher stages and teacher development are critical to increasing the likelihood of preparing the most effective teachers for the future. Each study recognized and identified the need for addressing the adult learner at his or her particular level of professional development as well. Lastly, each study described the importance of specific elements for the training of both the mentor and the pre-service teacher. Ganser's study (1994) was purely qualitative in nature. The other two studies, Reiman and Thies-Sprinthall and Burk et al.'s used mixed methods, both qualitative and quantitative, and they triangulated the data whenever possible.

Ganser's study

Ganser (1994) used metaphor to study the role of the mentor and to describe how the mentors themselves viewed their role in the mentor/protégé relationship. Connelly and Claudinin (1988) saw metaphor as "an important part of our personal practical knowledge" (p. 5). Ganser suggested that the use of metaphor was an extremely vivid way of describing and explaining the various roles of the mentor. By using metaphor, mentors easily conveyed their thoughts and feelings in a way that developed a clear picture of important features in the relationship between the mentor and protégé. For example, one mentor described working with a student teacher as teaching someone to ride a bike; the doing and the explaining have to take place simultaneously. Levine and Broude (1989) reported that as mentors are trained and train others, they refined old skills and learned new ones. Through this process, mentors reported a sense of energy and rekindled enthusiasm (p.77). In Ganser's study of mentors (1994), many subjects compared mentoring to teaching a person how to fly. All the studying in the world cannot adequately prepare one for the actual experience. Mistakes can be costly, but the rewards can be wonderful. Two subjects in Ganser's study suggested that an inherent problem for the mentor as teacher was making explicit what is automatic.

Tacit knowledge, the understood, unstated, intuitive understanding of teaching, is the core of what mentor teachers need to explain. They must make explicit the transfer of that knowledge to the student teacher during practice teaching. Ganser indicated that using metaphor in reflective journals would be useful in preparing teachers to serve as

mentors and in research on mentoring. He recommended that metaphors could be effective tools for:

1. Helping prospective mentors to make explicit their beliefs about mentoring;
1. Promoting alternative views of the mentor roles, responsibilities and activities by asking mentors-in-training to consider the implications of different metaphors for mentoring;
1. Analyzing case studies of mentoring situations from the perspective of the metaphors that may guide action;
1. Promoting mentors' reflection on their roles as a mentor;
1. Highlighting the ambiguity and complexity of mentoring through multiple metaphors;
1. Promoting dialogue between mentors and their protégés by examining the metaphors for mentoring that each brings to the experience; and
7. Describing mentoring to "outsiders" (e.g., other teachers in a school who are not mentors, principals, superintendents, and school board members. (p. 20)

Reiman and Thies-Sprinthall's study

Another area of interest in the mentor/protégé relationship was cognitive development. Reiman and Thies-Sprinthall (1993) were interested in the cognitive-developmental stage of teachers, and mentor teachers in particular. They followed the

position of "Dewey (1938), Piaget (1952), and Kohlberg (1969) that cognitive-developmental stage growth does not magically stop in late adolescence" (p. 179) in their attempt to study the relationship between the cognitive-developmental stage and moral reasoning skills of mentors. Previous studies by Sprinthall and Thies-Sprinthall (1983, in Reiman & Thies-Sprinthall, 1993) suggested that pre-service teachers and in-service teachers demonstrated that stage growth does indeed continue into adulthood. Reiman and Thies-Sprinthall trusted in "two basic assumptions that humans behave in accord with the level of complexity of their mental structures (Piaget's concept of schemata), and these cognitive structures are organized in a hierarchical sequence of stages from less complex to the more complex" (p. 180).

Thus questions arise. Do the levels of complexity and psychological maturity make a difference, or are they relevant to teacher education and teacher induction? If they were believed to be relevant to providing a more successful teaching and learning experience, then in what areas do researchers need to focus in order to improve the mentor/protégé experience? Thies-Sprinthall (1993) recalled a study she conducted in the early 1980s that suggested the cognitive complexity and levels of moral reasoning to be important predictors in successful mentor performance while working with student teachers. Reiman and Thies-Sprinthall's (1993) questioned that if there were growing evidence that psychological maturity affected behavior, what encouraged development to more complex levels of psychological maturity? Their study used the Sprinthall, Thies-Sprinthall's (1983) theoretical model called the "Teaching/Learning

Framework" specifically designed to discover the conditions needed to promote the psychological growth and the training components needed in skill acquisition. From a previous study, Thies-Sprinthall (1984 in Reiman & Thies-Sprinthall, 1993) found five conditions needed to promote psychological growth to acquire the necessary skills for teaching. These five conditions were used as the foundation upon which the training component of the Reiman and Thies-Sprinthall (1993) study based the intervention for increasing cognitive development and psychological growth. The five conditions that were present during the Reiman and Thies-Sprinthall 1993 study were:

1. Placing persons in complex new helping roles appeared to be an important condition (Mead, 1934). It requires persons to enlarge their understandings beyond what is currently comfortable;
1. Encouraging careful and continuous guided reflections during the new role taking experience also appears to be important. Unexamined experience forfeited the potential for growth. To ensure that reflection occurred, careful feedback can be given to aid the person as she/he makes meaning of the new experience;
1. Balancing experience and reflection discouraged over reliance on the experience or self-analysis;
1. Blending personal support and challenge was the fourth condition. Thies-Sprinthall (1984) elaborated: "New learning in a developmental sense requires that we actually give up the old, less adequate, more

concrete, less empathic, more stylized system of thought and action" (p.30). The challenge of a new role requires taking risks. Offering high levels of positive regard, encouragement, and empathy facilitate the risk taking; and

1. Promoting continuity was the essential fifth condition. The time needed for psychological growth to occur was at least 6 months to 1 year, and providing the conditions for the duration of the in-depth experience appeared to be a requirement. (Reiman & Thies-Sprinthall, 1993, p.180).

Reiman and Thies-Sprinthall replicated the first study with slight modifications. The first study was an intervention design conducted with an experimental group, which was given guided practice for reflection, and a comparison group using a pretest-posttest format over a six-month period. The second study replicated the first intervention over a twelve-month period with a single group. Both studies examined participants who were enrolled in a special course designed to prepare experienced teachers for the role of mentor. The overall purpose of the research was to increase the moral reasoning and conceptual complexity of the mentor trainees by using guided reflection while they were in the process of mentoring the novice teacher.

Two assessments were given as pretest and posttest. Reiman and Thies-Sprinthall used The Hunt Paragraph Completion Test (Miller, 1981) and the Rest Defining Issues and reasoning skills to analyze six social dilemmas and judge appropriate action based on Kohlberg's six-stage theory of moral development, respectively. The studies yielded

positive gains in cognitive development and reasoning skills. Reiman and Thies-Sprinthall (1993) reported that guided reflection might be the crucial key needed to unlock the potential for developmental growth. They also noted a needed theory of assistance that has reflection as one of its keystones. The implications suggested that guided reflective practice through mentor training was critical to assisting mentor teachers in their efforts to support, guide, train and model effective teaching practices.

Schon (1990) noted the importance of reflection and suggested that the student teacher cannot be taught what he/she needs to know. However, he/she can be coached, and through reflective practice he/she can gain the insight needed to make adjustments that meet the learning needs of students. Schon (1990) continued to note that student teachers who have "access to mentors who can help them by, 'the right kind of telling,' to see on their own behalf and in their own way what they need most to see. He continued to note that "we ought to study the experience of learning by doing and the artistry of good coaching" (p.17).

Burk, Ford, Guffy, and Mann's study

Burk, Ford, Guffy, and Mann (1996) addressed teacher shortages in Texas. The Student Teacher Expanded Program (STEP) allowed teacher candidates who had completed all degree requirements except the courses required during the professional semester to apply to participate in the project. Nine students were selected. Once selected, teacher candidates who were placed in participating school districts in a one-year internship were paid 75% of a beginning teacher's salary.

Carefully screened teachers, who were provided with training in cognitive coaching, mentored the STEP teacher candidates. Burk, et al., indicated that "the mentors were paid 20% of the beginning teacher's salary, and the remaining 5% was allocated for professional development activities" (p.8). The cooperation of the university supervisor, the mentor teacher and the building administrator were needed to support the mentoring process and to develop a committee for each intern. The committee was required to meet at least twice in the fall and once in the spring to assess, recommend strategies, and to offer support to the intern. At the end of the first year, the committee evaluated and recommended certification for the intern. Of the remaining teacher candidates, nine were randomly selected for the control group. The control group was placed in a traditional student teaching program.

Burk, et al., used *Proficiencies for Teachers*, a survey to measure the performance of both groups. The survey was developed by the Panhandle-South Plains Center for Professional Development and Technology Collaborative, which is a consortium of teacher education programs from four universities located in the Texas Panhandle and South Plains. "The survey consists of 51 test items, each of which is an indicator of one of the five teacher proficiencies identified by the Texas Education Agency" Burk, et al., (1996, p. 9). According to Burk, et al., the overall effects were significant. Of the five proficiencies rated, Learner-Centered Knowledge, Learner-Centered Instruction, Equity, Learning-Centered Communication, and Professional Development, the two proficiencies, which were the most significant, were Learner-

Centered knowledge and Equity. Qualitative research occurred simultaneously during the internship and student teaching. Reflective journals, videotapes, portfolios and written evaluations were completed by the interns, mentors, principals and university supervisors at the end of the project. Triangulation was accomplished by analyzing the videotapes, reflective journals and written evaluations. Through journal analysis themes emerged to suggest that the interns had a greater concern for student learning and awareness of the children in general as opposed to the student teachers who seemed to appear more teacher centered and concerned primarily with their own performance. Burk, et al., reported that the STEP internship program was superior to the traditional student teaching experience.

Each of the three studies had similar areas of concern and interests. The implications of the studies supported the preparation and training of mentor teachers as the key factor to supporting the teacher candidate. The studies reflected that the mentor teacher is the critical component to the successful preparation of effective teachers who are student centered and who model life-long learning. Most mentors realized the renewal, reaffirmation and reward that came from taking a part in the perpetuation of teaching as a career.

Odell, Huling and Sweeny (2000) quoted Hall (1982) as they built a case for referring to the initial three years of teaching as the induction years. They identified these years as the heretofore-missing piece of the teacher-development continuum. They suggested that helping novices learn to teach must be a shared responsibility

among all stakeholders. These stakeholders included, but were not limited to, university programs, school districts, school administrators, mentor teachers and the community. Odell, Huling and Sweeny suggested a teacher development continuum of at least four phases: pre-service, induction, in-service and renewal. They noted that though there may be several terms to indicate stages or phases or levels of career development, the common underlying theme is that "novice teachers initially have lower level concerns related to self and the mechanics of classroom management, and they must resolve these concerns before they develop higher level concerns related to student well-being and achievement" (p.5).

Mentoring pre-service teachers can be a valued component to the success of a teacher education program. To date, mentors equipped with the appropriate skills for mentoring offer the best possible field training experiences for student interns. Odell, Huling, and Sweeny (2000) "viewed the role of the mentor in pre-service and induction programs as highly significant" (p. 10). A mentoring framework was developed by Odell, et al. (2000) for the Association of Teacher Educators and Kappa Delta Pi's Commission on Professional Support and Development for Novice Teachers. It was described as a tool for analyzing the complex phenomena on mentoring pre-service and novice teachers. This mentoring framework was organized into six major pieces which the authors called dimensions. Odell, et al. strongly emphasized that it was the interrelationship of the pieces, rather than the sum of the pieces that was important. Reiman and Thies-Sprinthall (1998) suggested that as mentoring is recognized as a

highly complex and interactive process, their book, Mentoring and Supervision for Teacher Development (1998) may perhaps be used as a tool for planning and implementing a quality mentor training program that focuses on supervision of instruction. It looks as if it could be one of the most complete guides presented in the literature to support teacher education programs in providing the most thorough approach to mentor training and for program enhancement and enrichment.

Summary

It seems appropriate now for educators who are preparing pre-service teachers to take Covey's (1989) advice and "begin with the end in mind" (p. 9), by working more diligently toward a stronger partnership between common education and higher education in order to ensure that quality teacher preparation meets that goal. Ganser (1995), Reiman and Thies-Sprinthall (1993 and 1998) and Burk, Ford, Guffy, and Mann (1996) suggested that supplying time for reflection, an understanding of cognitive development and the developmental stages of professional growth and an extended opportunity for student teachers to be submerged in an on the job training were vital to the success of the mentor/protégé relationship in the student teaching experience.

If actual teaching experience is the key to providing a worthwhile training program for pre-service teachers, then it is the mentor/protégé relationship that provides the impetus for pre-service teachers to be successful and gain "wisdom" of the teaching profession. Chapter three describes the methodology used during the study and describes the circumstances under which the study was completed.

CHAPTER III

MENTOR TRAINING: THE DESIGN OF THE STUDY

Introduction

The literature has reflected several important criteria when considering the importance of mentoring in education within the framework of the student teaching experience. It can be recalled that "mentor's task was to help Telemachus grow in wisdom and not rebellion" (Clawson, 1980, pp. 145-146). That focus continues to be evident in today's mentor/intern relationship. And, it brings to the forefront several important assumptions. For example, a mentor teacher is seen by some as the most influential person in the pre-service teachers' career development. The desired outcome of the pre-service teachers' values and beliefs at the end of the internship experience are directly influenced by the mentor teachers' values and beliefs. Also, the optimistic values and beliefs that mentor teachers hold are essential to providing competent, caring and committed teachers for the next generation.

Head, Reiman and Thies-Sprinthall (1992) and Reiman and Thies-Sprinthall (1998) suggested that research look more closely at the training of mentors, specifically, the context, content and consequences of mentoring. Important aspects of mentoring training might include values and beliefs about teaching and learning and supervision tools for guiding pre-service teachers through a reflective process to gain a deeper understanding of the teaching and learning process. "Perhaps the most important single

cause of a person's success or failure educationally has to do with the question of what he or she believes about himself/herself" (Combs in Pajares, 1992, p. 307). This, in turn, creates the assumption that the beliefs teachers hold influence their perceptions and judgments, which in turn affect their behavior in the classroom. It seems essential to better understand the belief structures of mentor teachers as we go about the task of improving teacher preparation and teaching practices.

Purpose of the Study

The purpose of this study was to investigate mentor teachers' perception of their various roles as a mentor and sense of self-efficacy as a result of participating in a graduate class for mentor training. In the development of this study, the researcher was interested in exploring issues related to mentor training and adult stages of development.

Research Questions

Will training that focuses on supervision of instruction provide support and role identification to mentor teachers as they attempt to guide student interns through the student teachers' professional semesters? In particular, will such training increase the mentors' self-efficacy of mentoring? Would mentor thinking change as a result of mentoring training? Would mentors who have had training in supervision of instruction and adult stages of development feel more confident that they can mentor student teachers as a result of mentor training? Did training mentors in supervision of instruction affect the mentors' perception of their effectiveness with student interns?

Methodology

This study employed a descriptive, causal-comparative approach and phenomenological analysis to determine if a graduate class designed to study the roles, relationships and responsibilities of the mentor teacher typically associated with supervision of instruction made a difference in mentor efficacy. The researcher believed that utilizing both quantitative and qualitative methods to obtain mentors' perceptions of their individual mentoring self-efficacy regarding the educational lives of pupils in the classrooms would offer the best explanation of this phenomenon.

Quantitative methodology was employed to gain an understanding of the mentor teacher's perceptions of his or her self-efficacy in the teaching field. The researcher gained permission from Barbara Greene, University of Oklahoma, for the use of the self-efficacy scale (Miller, et al., 1996). In order to investigate the mentors' perception of their role as a result of participating in a graduate class focusing on the supervision of instruction of student teachers, both quantitative and qualitative methodology was employed. The self-efficacy scale (see Appendix A) was administered during the initial class, at the beginning of the semester and again prior to the end of the semester, in a pre and post format. The self-efficacy scale was used to determine if mentors' perceptions of their roles, relationships and responsibilities changed as a result of the training in supervision of instruction directly related to the student intern/mentor relationship.

Qualitative methodology was utilized to gain insight into the perceptions of the mentors' self-efficacy for guiding student teachers. The use of open-ended questions

during a pre and post interview allowed the researcher to discuss perceptions of the mentor teachers. In addition, weekly journal reflections were used as a means to investigate the participants' understanding of the mentor process from each participant's perspective. The validity of qualitative research is strengthened when multiple sources of data are used to evaluate the same phenomenon (Gall & Borg, 1989). For this study, multiple sources of data included two interviews (pre and post) with four randomly selected class participants and all sixteen (16) class participants who were given the self-efficacy scales. The term "methodological triangulation" is used when a mixed methods approach is used (Tashakkori & Teddlie, 1998). According to Brewer and Hunter (in Tashakkori & Teddlie, 1998) " a multimethod approach to research is superior to monomethod research in that it provides grounds for data triangulation" (p. 42).

Participants and Procedures

The participants for this study attended a graduate class focusing on Mentoring: An Approach to Supervision of Instruction. There were 16 participants who enrolled and chose to participate in this study. The participants were teachers with a desire to participate in the student teaching program and a willingness to contribute to the teaching profession.

This study obtained mentors' perceptions of their self-efficacy and roles as a mentor to student interns in the student teaching professional semesters at a university in the southwest region of the United States. Fifteen of the 16 participants were public school teachers. One participant was an instructor at a regional university.

Participants were provided time to become familiar with effective communication skills, supervision of instruction skills, decision-making/reflection skills, and leadership skills. Time was provided to develop these skills. By understanding how to use these tools, the participants reported that their professional teaching competence was enhanced. The specific skills incorporated to enhance mentor efficacy were: (1) supervision of instruction, (1a) communication, questioning techniques - open-ended questions, closed-ended questions and (1b) conferencing skills, pre-observation, observation and post-observation skills; (2) decision-making/reflection, pre-planning, reflection-in-action, reflection-on-action; and (3) leadership, by understanding stages of development, by valuing differences, by increasing personal and professional confidence, by becoming more open to others through the sharing professional information and by probing research.

Participants' Demographics

The graduate class was offered as a elective course in the Master's of Education program at a regional university. Fourteen of the participants were working toward acquiring a Master's of Education degree and two participants already had a Master's of Education degree. Of the 16 participants, two were Hispanic; two were African-American; and twelve were Caucasian. Two of the participants were male and 14 were female. The participants' teaching experience ranged from two to 23 years. His or her mentoring experience ranged from never having had a student teacher to having been a mentor for over 15 years. Fourteen of the participants taught in the same large school

district. One teacher taught at a moderate size school district. One teacher was an instructor at a regional university. Three participants taught at the secondary level, 12 taught at the elementary level and one participant taught at the higher education level. One teacher had a student teacher concurrent with the mentor class.

Data Collection and Data Analysis

A questionnaire, along with a permission form (see Appendix B), was given to the teachers in the graduate mentor class. Sixteen efficacy scales were given during the first class session and again during the final class session. The efficacy scale used a five-point Likert-type scale for evaluation. A Paired Samples t-test was used to compare the differences between the pre and posttest findings for overall effects. An alpha level of .05 was used for all statistical tests. According to Greene (2000), the self-efficacy questions that are stated in terms of positive reflection on an individual's perceived ability are given a greater score value so that the higher the score the higher the self-efficacy. Negative numbered scores are reversed. Greene noted that once the items are recorded so that the scales mean the same on all items, the scores for each item are tallied and divided by the total number of items to get a mean self-efficacy score for each participant. Gall and Borg (1989) suggested using Cronbach's Coefficient Alpha, .05, to estimate the internal consistency of the questionnaire.

The mentor class was used as a purposive sample for generalization to the mentors employed by the university as mentors to pre-service teachers from the researcher's university. Participants kept a weekly reflection journal during the semester.

The weekly journal reflection was used to complement any patterns that emerged from the interviews. Each week during class, the participants were given time for journal reflection. Participants were asked to write journal reflections from prompts about what they had learned or how they felt about mentoring to that point. The journal reflection prompts were: I think, I feel, I learned or relearned, In the future, I will...

Originally, four participants were to be selected for interviews. One was to be selected on the basis of many years of teaching experience and a low level of concern towards mentoring. Another participant was to be selected dependent upon having had many years of teaching experience with high levels of concern. Two other participants were to be selected with low levels of concerns about mentoring for the interview portion of the study. The efficacy scale mean scores were used to determine the level of mentor concerns. The researcher identified a high level of concern as a mean scale score below 3.0 and a low level of concern as a mean scale score above 3.0. Pre and post interviews provided rich descriptions of the mentor's perception of his or her role and responsibility as a mentor and sense of mentoring efficacy.

Initially, the researcher anticipated that the interview participants would be selected dependent upon those who had high concerns about mentoring and those who had low concerns about mentoring as indicated from their responses on the efficacy scale. However, as the pre questionnaires were analyzed, it was discovered that all sixteen participants had rated themselves as having relatively high mentor efficacy. There was not enough variance between the participant's scores to fairly address the high levels of

concern and the low levels of concern. Consequently, their high mentor efficacy scores did not allow for the selection to be automatically determined. Therefore, the researcher used a random method to select the four participants for the pre and post interviews.

Interview Questions

Pre Interview Questions

1. Describe your level of interest in mentoring student teachers.
2. What are your expectations of the mentor class?
3. What do you already know about mentoring?
4. What do you want to know about mentoring?

Post Interview Questions

1. Have you learned anything about mentoring from this class? If so, what? If not, why not?
2. Has your understanding of mentoring changed as a result of the mentoring class? Why or why not?
3. Will this knowledge about mentoring change your approach to mentoring a pre-service teacher? If so, how? If not, why not?

Limitations

The researcher's interview skills should be proficient to objectively conduct each interview, but could be considered a limitation. The use of a tape recorder might tend to intimidate the participants during the interview sessions. Researcher bias is typically considered another limitation. The researcher was the instructor for the course.

Generalizability would be limited due to the fact that the number of participants was low. (n = 16)

Summary

The design of this study produced a road map that was followed for the discovery of mentors' perceptions of their various roles and responsibilities in the student teaching experience. This study shed some light upon the importance of the mentors' self-efficacy in the task of providing supervision of instruction while guiding pre-service teachers. Chapter four will present the data collected and highlight themes and patterns that emerged through weekly reflection journals, pre and post interviews and pre and post questionnaires.

CHAPTER IV

MENTORING TRAINING: FINDINGS AND ANALYSIS

Introduction

This study examined a mentor training program's effectiveness which focused on supervision of instruction, a concept that is typically associated with administration. A graduate course titled, *Mentoring: An Approach to Supervision of Instruction*, was used as the setting for the study. The researcher was interested in whether or not mentors who participated in training that focused on supervision of instruction would feel more confident when mentoring student teachers as a result of the training. Evaluation of the program's effectiveness was conducted based upon the mentor's sense of self-efficacy established by his or her responses during data collection.

Findings

Three forms of data were collected throughout the sixteen-week training for mentors during the spring semester. The three forms of data collected were pre and post questionnaires, weekly journal reflections and pre and post interviews. The researcher used data to aggregate information about mentor training in supervision of instruction and the effectiveness of this type of training for mentors. Each of the three forms of data provided insight into mentor efficacy and mentor perceptions of role identification. The researcher used the concept of triangulation involving the combination of data sources to study the same phenomenon (Tashakkori & Teddlie, 1998). The triangulation of the pre

and post questionnaire, the weekly journal reflections and the pre and post interviews revealed various accounts of mentors' professional growth from the study of mentor training with an emphasis on supervision of instruction and stages of adult development. The questions of interest to the study were:

1. Would training that focuses on supervision of instruction provide support and role identification to mentor teachers as they attempt to guide student interns through the student teachers' professional semester?
2. In particular, would such training increase the mentors' self-efficacy of mentoring?
3. Would mentor thinking change as a result of mentor training?
4. Would mentors who have had training in supervision of instruction and adult stages of development feel more confident that they can mentor student teachers as a result of mentor training?
5. Would training mentors in supervision of instruction affect the mentors' perception of their effectiveness with student interns?

Mentor Efficacy Questionnaire

The efficacy questionnaire consisted of 33 items. The questionnaire included seven sub-categories. The sub-categories and number of questions per category were: communication techniques (5), decision-making skills (3), diversity (2), instruction (8), classroom management (8), student assessment (3) and leadership (4).

The thirty-three questions were rated using a Likert-type scale from one to five. Number one represented the least association of agreement to the questions and five represented the strongest association of agreement to each question. The participants were asked to respond to the questionnaire according to "When working with a student teacher, I feel confident to provide guidance in the following areas . . ." (see Appendix A). The pre and post questionnaires were analyzed by individual mean scores. Then a group mean score was obtained to determine if there was change subsequent to the intervention of class participation (see Table 4.1).

Several factors were considered in an effort to determine the reliability of this study. First, Pearson's Correlation Coefficient was calculated to estimate the degree to which this particular efficacy instrument reflected an estimation of reliability. This test resulted in a correlation of .504, which indicated a positive medium relationship of linear association on a scale of –1.0 to +1.0. Second, the Paired Samples t-test was calculated to determine if the pre and post group mean scores changed. The pre and post efficacy questionnaires were then analyzed by using a Paired Samples two-tailed t-test for group means for overall significance. The t-test revealed a positive overall t value of ($p < .05$). Third, because gain scores are typically problematic, the researcher used a mixed methods approach in this research to support findings (Langenbach, Vaughn & Aagaard, 1994). Quantitative and qualitative measures were used in an effort to decrease the likelihood of a Type I error.

Table 4.1

Paired Samples t-test for Group Means and Overall Effect (n = 16)

Pair 1	Mean	N	SD	Std. E Mean	t	df	Sig. (2- tailed)
Pre-Mean	4.2803	16	.4151	.1038			
Post-Mean	4.5189	16	.3518	.008795			
Pre-Mean – Post-Mean					-2.474	15	.026

Note. * $p < .05$.

This overall improvement in efficacy scores could be due to various factors. The change could be the result of participating in the mentor class; the change could be due to the familiarity of the pretest/posttest questions; and or the change could be a result of professional growth over the course of the semester. However, the increase in change over the semester suggests that mentor training which focused on supervision of instruction during the semester had some effect on the participants and it could be theorized that the training provided mentors with a stronger sense of mentor efficacy and preparedness when guiding student interns during the student teaching professional semester.

The researcher then used the Paired Samples two-tailed t-test to compare the pre and post questionnaires by sub-categories. Two of the sub-categories reported a $p < .05$. The Paired Samples t-test for sub-category communication techniques reported a p value of .046, and the sub-category instruction reported a p value of .032 (see Table 4.2).

The sub-category scores for communication techniques and instruction were found to have changed over the semester. The researcher believes this is not a coincidence, but a viable reflection of the emphasis placed on one's ability to communicate with and guide adults through hands-on instruction. The participants addressed these two sub-categories during numerous class sessions as being highly important to their professional growth as mentors. Communication is central to the observation of classroom instruction. Likewise, effective instruction is determined by one's ability to communicate and transmit new information.

Table 4.2

Paired Samples t-test by Sub-Category (n = 16)

Pair 2	N	t	df	Sig. (2- tailed)
PreComm – PostComm	16	-2.178	15	.046
Pair 5 PreInstr – PostInstr	16	-2.366	15	.032

Note. *p < .05.

The participants scored themselves relatively high on the pre-test; however, there was a statistically significant increase in scores between the pretest group means and the posttest group means. It should also be noted that the instrument used as the efficacy questionnaire for this particular study is only one such instrument that can be used when investigating mentors' efficacy.

Weekly Journal Reflections

The weekly journal reflections and the pre and post interviews may have offered the most insight into the mentor-training program. Each week, beginning week two and skipping spring break, the participants were asked to reflect upon the class discussion and/or the journal article they read and reflected upon during the previous week. Participants were asked to respond to four prompts; the responses were written and turned in during class; and the reflections were read only by the instructor/researcher. The prompts were; I think; I feel; I learned or relearned; and In the future, I will. The weekly journal reflections were an opportunity to practice reflection and to begin to share as the participants' personal and professional growth began to blossom. The belief that reflection takes practice and one grows through reflection was modeled by the researcher to help the participants realize the importance of reflection and that it could be used as a tool for learning and growing professionally. Schon (1990) suggested that "professional education should be redesigned to combine the teaching of applied science with coaching in the artistry of reflection-in-action" p. xii). Over the course of the semester, the weekly journal reflections provided insight for the personal and professional growth each

participant was experiencing. The understanding of the various roles and responsibilities mentors have during the student teaching phase of the professional career became clearer to the participants as the weeks progressed.

It might be reemphasized that the course was designed to focus on effective teaching practices, adult learning, stages of teacher development, identifying roles and responsibilities of the mentor and tools for supervision of instruction. The textbook, Mentoring and Supervision for Teacher Development (1998), used for the course provided a road map to address each of these topics and dialogue, and weekly journal reflections were also used to encourage the class participants toward self-discovery and personal growth and development.

In order to set the tone for the course, the researcher shared during the first class how she came to be in education and her educational experience to that point in her career. Class participants were then asked to share their individual educational journeys and how they came to be in education to that point. This activity provided a background for the class participants to become acquainted and to gain insight into the importance education had for each member of the class (see Appendix C). The importance of this activity was to support the significance of sharing part of themselves, which it was hoped would raise the level of trust and respect each participant had for one another. The researcher attempted to model several techniques that mentors could use in various settings. This technique, getting to know one another, was strategic to setting the stage so participants would trust the researcher and each other while becoming actively engaged

in class dialogue. Krupp (1989) suggested that the ability to trust one another is extremely important to the capacity to learn from one another during class dialogue.

Once the initial tone had been set, then class assignments were fundamental to continue to develop the capacity to learn from one another. Class assignments were to read and critique ten refereed journal articles about mentoring and to share one of them each week. Additional assignments were to read the text, to write a reflection paper about a mentor or mentors who were significant in one's career and to develop a mentor action plan (see Appendix D). Shared experiences, directly related to the participants' reflections of the weekly refereed journal article critiques, began to reveal interesting aspects of mentoring as dialogue among the participants increased. Personal and professional growth seemed to expand as a result of time spent sharing during each class. This was evidenced by the comments participants wrote in their weekly journal reflection (see Appendix E).

For purposes of analysis, the researcher divided the semester into four sections, by weeks, to establish the progression of participant growth. The weeks were: weeks two through four; weeks five through seven; weeks nine through eleven; and weeks twelve through fourteen. The sub-titles for each theme within Tables 4.3 through 4.6 were extrapolated from the course textbook and the emerging terminology from class participants. Week eight was spring break. Journal reflections were not required the first class and the last class because the pre and post questionnaires were given during those classes.

In their journal reflections during weeks two through four participants expressed sentiments of apprehension about readiness to mentor, concerns about the mentoring process and an increased interest in learning more about mentoring began to emerge. The participants began to open up to large group dialogue and to explore how this course was going to help bring meaning to his or her concept of mentoring another adult. Class participants wrote in their weekly reflection journal comments (see Table 4.3). Direct quotes from individual class participants are shared in Tables 4.3 through 4. 6. The themes for each table were identified from elements of course objectives and class discussion that was disclosed within the weekly journal reflections.

Table 4.3 Weekly Journal Reflections

Individual Mentor Quotes	Weeks 2-4

Apprehension about Mentoring

- I feel lost but not alone. I'm feeling apprehensive about the requirements and especially how much time it is really going to take.
- I feel that I should wait awhile to become a mentor. Being a mentor is a bigger responsibility than I thought.
- I think that I'm not sure that I'm ready for an intern! What responsibility rests upon a mentor's shoulders!

Table 4.3, continued	Weekly Journal Reflections
Individual Mentor Quotes	Weeks 2-4

Concern about the Mentoring Process

- I relearned that learning new things is initially frustrating, and you have to be patient with yourself.
- I feel that it is important for experienced teachers to consider mentoring; however, many of the excellent teachers are hesitant to 'give up' their students.
- I think new mentors need mentoring themselves.

Expressed Interest in Learning more about Mentoring

- I think with the 'problems' facing teachers today, mentoring will play a key role in both the success and retention of new teachers.
- I learned that student teachers have basic needs that need to be met. They must feel safe to ask questions and know that their ideas, fears, concerns, etc. will be valued.
- I learned mentors and new teachers need support from school administrators and lots of time together.

Themes which the participants began to express during weeks five through seven, were an understanding of the stages of career development, an understanding of effective teaching strategies, an understanding about valuing differences and reflection upon how this effects me as a classroom teacher. During these class sessions, participants worked

in small groups comparing the characteristics they valued in leaders, identified their own areas of strengths and weaknesses when working with others and relating those issues with the student teacher relationships. The themes for Table 4.4 were identified from elements of course objectives and class discussion at this point in the course that were disclosed within the weekly journal reflections.

Table 4.4 Weekly Journal Reflections

Individual Mentor Comments	Weeks 5 -7

Understanding of Stages of Career Development

- I learned this week that student teachers and mentors pass through stages. That makes me feel good because it means things will only get better if I make a commitment to keep learning.
- I wish I knew more about these developmental stages for adults so I could have approached and worked with previous interns differently.
- I learned the importance of meeting people at their conceptual level, whether it is concrete or abstract. Also, the importance of targeting their level of concern; personal, management, collaborative, etc.

Table 4.4, continued	Weekly Journal Reflections
Individual Mentor Comments	Weeks 5 -7

Understanding Effective Teaching Strategies

- I think communication is a very important and powerful tool that is not easy to use. Communication is a skill that needs to be developed over time in order to be efficient and effective using it.
- I think communication is so important. I often say that statement and fail to implement it. Communication with body language, listening skills and speaking are all part of the equation, which I sometimes overlook because I am pressured for time.

Valuing Differences

- In the future, I will remember to include people with different behavioral styles in committee meetings.
- In the future, I will attempt to look at mentoring from different viewpoints (i.e.) supervisor, mentor teacher, student teacher, and even the students points of view).

Understanding Reflection and Decision-making

- I am understanding myself more and how I can be a more effective teacher. I think I must reflect more.
- I learned that just like learning to teach, becoming a good mentor seems to be a process.

Table 4.4, continued	Weekly Journal Reflections
Individual Mentor Comments	Weeks 5 -7

Understanding Reflection and Decision-making

- On our observation form there is a section, 'Is there anything you want the principal to notice.' I had no idea what I needed to look for besides the 'global scan.' Now I can be more reflective and have the terms or techniques to concentrate on for my future observations.

During weeks nine through eleven, the participants began to identify themselves as role models able to use the tools of supervision to support formative vs. summative evaluation. The participants started to make the connection between communication techniques and questioning techniques and become better decision-makers in ways to express the tacit knowledge each teacher participant possessed. For examples of participant weekly journal reflections see Table 4.5. The themes for each table were identified from elements of class discussion at this stage in the course that were disclosed within the weekly journal reflections.

Table 4.5	Weekly Journal Reflections
Individual Mentor Quotes	Weeks 9 -11

Identifying Themselves as role Models

- I learned that the role of the mentor is a very complex issue. There are many different roles and different ideas people have as to those roles. One mentor's idea of his/her role may be totally different than another mentor.
- I learned that mentors have a lot of responsibility. This class has made me very aware of a mentors position and influence.
- I feel renewed about my role. I wish I had this class twenty years ago.

Use the Tools of Supervision to Support

- I feel that if the mentor and student teacher don't allow the report to be redundant/habit this can be a great tool for growth.
- I think that the weekly report of observation is good and could prove to be an effective tool is used properly.

Understanding Formative vs. Summative Evaluation

- I feel more confident in assessing and evaluating pre-service teachers, knowing it can and should be done in a positive manner.
- I think that mentors should not be used as evaluators. They should be used as 'guides' for the student teacher.
- I learned that open-ended questions are non-judgmental and encourage reflection and self-analysis. Also closed-ended questions are evaluative in nature.

Table 4.5, continued	Weekly Journal Reflections
Individual Mentor Quotes	Weeks 9 -11

Using Communication Techniques and Questioning Techniques

- In think the parts of the whole are beginning to fit together: questioning, reflecting, pre and post observation conferences.
- I will try to use open-ended questions in all areas of my life. It is especially important in my teaching and mentoring.

Decision-makers, express tacit knowledge

- In the future, I will communicate very clearly with an intern regarding the importance of setting aside time for conferencing about observation. This is not a step to be hurried over.
- I learned that many 'so called' expert teachers have trouble explaining to others how they teach, prepare lessons, discipline and so forth.
- I feel the 'Gordon's Ladder of Skill Development' relates to the article I am currently reading. It speaks about how the unconsciously talented often have a difficult time explaining just how they accomplish such a successful teaching episode to their mentee. They can teach, but they don't know how to break it apart for the mentee.

During weeks twelve through fourteen, the participants began to express their excitement for the mentor/intern relationship by planning for the experience, by thinking of ways to exhibit their knowledge of teaching to student teachers and by expressing confidence in mentoring. In a culminating activity the class participants were to develop a mentor action plan that they could use as a guide when they have a student teacher in their classroom. Participants indicated looking forward to mentoring by sharing thoughts about their intentions (see Table 4.6). The themes for Table 4.6 were identified from elements of class discussion at this point in the course that were disclosed within the weekly journal reflections.

Table 4.6	Weekly Journal Reflections
Individual Mentor Quotes	Weeks 12 - 14
Planning for Application	
• I learned that it will be a great challenge to be a mentor. As mentioned in class, you will leave a legacy – whether good or bad.	
• I think that developing a 'plan of action' is a great idea. It will really help me think through what I need to do to prepare for a student teacher.	
• I think having an organized plan for working with a student teacher will benefit both the mentor and the student teacher.	

Table 4.6, continued	Weekly Journal Reflections
Individual Mentor Quotes	Weeks 12 - 14
Express confidence in mentoring	
• In the future, I will try to ensure that my intern has the necessary experiences to begin a successful career.	
• I definitely have more of a schema about mentoring and a mentor's job/ responsibilities.	
• I learned that mentoring is a journey. Mentors are there to help guide their interns . . . but along the journey, the mentor is learning and growing as well.	
• I think mentoring is a life-long process in which we are continually changing roles between that of the mentor and the mentee.	

Mentor Interviews

Four participants in the class were interviewed in a pre and post format. Initially, the researcher anticipated that the interview participants would be selected dependent upon those who had high concerns about mentoring and those who had low concerns about mentoring as indicated from their responses on the efficacy scale. However, as the pre questionnaires were analyzed, it was discovered that all 16 participants had rated

themselves as having relatively high mentor efficacy. There was not enough variance between the participants' scores to fairly address the high levels of concern and the low levels of concern. Consequently, their high mentor efficacy scores did not allow for the selection to be automatically determined. Therefore, the researcher used a random method to select participants for the pre and post interviews.

The four participants who were interviewed are described as Mentor A, Mentor B, Mentor C and Mentor D. Mentor A was a female Hispanic secondary Spanish teacher. She had taught history and Spanish for 25 years and has a Master's Degree in Education. She was bilingual and had lived in the United States for over 30 years. Mentor A had 15 student teachers during her teaching career. At the time of the study, Mentor A taught Advanced Spanish in a large high school in southwest Oklahoma. Mentor B was a Caucasian elementary teacher from a medium sized school in rural Oklahoma. She had had six student teachers throughout her 17 year career. Mentor C was a female African American elementary teacher from a large school in southwest Oklahoma. She had had five student teachers in her twenty-year teaching career. Mentors B and C were female elementary teachers who were working toward a Master's Degree. Mentor's A, B and C had all been mentors with the researcher's teacher education program many times. Mentor D was a Caucasian male secondary advanced mathematics teacher. Mentor D was retired from the military and had chosen education as a second career. He had been teaching for over 18 years, but had never worked with a student intern. He was currently working toward a Master's Degree in Education.

Pre-Interviews.

The pre-interviews were conducted within the first two weeks of the semester. The open-ended questions asked during the pre-interview were for the participant to describe his or her level of interest in mentoring student teachers; to indicate his or her expectations of the mentor class; to reflect about his or her knowledge of mentoring; and what he or she wanted to know about mentoring. Then, dependent upon the responses, the interview structure followed its own course.

During the pre-interview, each of the four class participants interviewed commented that he or she believed that he or she understood what a mentor's role and responsibility was. Each had at least one mentor who was a good role model to follow or one mentor who was not a good role model to follow. From his or her own experience as a protégé, he or she believed he or she knew what and how the roles of the mentor should be exhibited. As it is with being taught and teaching, many people who have been mentored believe they know how to mentor another. Like teaching, mentoring takes considerable time, commitment and understanding of stages of development, an understanding of effective teaching, an understanding of adult learning and continual practice.

All four mentors interviewed were interested in learning more about the assessment and evaluation of student teachers. When asked the question, what are you hoping to learn from the course, two of the four mentors were looking for reaffirmation of mentoring skills. Improving communication skills was of interest to all four

participants. Mentor C was hoping to gain support from other mentors, noting that "it would be nice for mentors to get together and share things that worked and things that didn't." Leaving a valued legacy was important to Mentor A. She commented that "I want to make clear to my interns that the rewards are worth the time and effort."

Each of the interviewees seemed a little unsure about what he or she might gain from the course, and all interviewees wanted to know more about supervision of instruction, as that seemed to be new terminology to them. The pre-interview sessions were mostly a chance to get to know the participants and to make them feel confident and at ease in the regular class sessions. None of them had a particular area of interest in regard to mentoring; they were all just interested in attending graduate school and learning.

Post-Interviews.

The post-interviews were conducted within the last week of the semester. The same four participants were asked to share perceptions about mentoring. The questions asked were as follows: have you learned anything about mentoring from this class; has your understanding of mentoring changed as a result of the mentor class; and, will this knowledge about mentoring change your approach to mentoring pre-service teachers in the future - if so, how; if not, why not?

During the analysis of the post interviews, reoccurring themes began to be revealed. The mentors interviewed shared what they believed to be significant about mentoring and supervision of instruction during the past semester. Supervision,

communication, a mentor action plan and mentor support were high priorities in the minds of the mentors. The importance of mentor responsibility and the amount of time involved to support the successful fruition of the mentor/intern process were next on the level of importance. Mentor A expressed it nicely when she said, "I think the more I read I get the concept that a student teacher has to go from a student to a teacher. And, the job of the mentor has to be to create that transition. I think that the focus and the concept of what the role of a mentor is has really been more of an eye opener because sometimes you just see them [student teachers] as students."

Each mentor interviewed spoke about how modeling reflection was central to the personal and professional growth of both the mentor and intern. All four shared the fact that they had become more reflective about their own teaching practices and interactions with others. Mentor A said, "Reflection helps you to digest all that information that you're receiving."

All four of the mentors spoke about the importance of understanding how to supervise and evaluate fairly. One of the class projects was to view a video on supervision of instruction, *Another Set of Eyes* (ASCD, 1989). Another was to observe an undergraduate student preparing a lesson for a methods course. Mentor B stated, "I had no idea about what I was actually supposed to be doing. I have learned how to ask questions without making judgments. The course taught us how we should be prepared as a mentor." Mentor C shared that, "This training has been so good. This course was

the missing link that we didn't quite have. The missing link is how do you supervise, and as teachers, I think that's what we are not used to doing to other adults."

All four interviewees believed that communication was key to the supervision and evaluation process. The participants learned about the pre-observation, observation and post-observation techniques associated with supervision of instruction in order to communicate more effectively. They were also given examples of open-ended questions, and they observed the process modeled for them. In order to accomplish that, a guest speaker was invited to model the questioning process. Mentor C said,

> I learned about open-ended questions and how listening and bringing in some other aspects contributes. I learned how you can use that as a tool to actually conference and move a person to a desired level of teaching. That's what I wanted to be able to do without emotions, or personality or likes or dislikes coming in.

Mentor A stated, "Learning about post observation conferencing, the open-ended questions that forces them to think, I think that those areas have helped me a great deal."

Each believed that the mentor action plan for working with a student teacher was helpful and important to the process. In preparation for designing the mentor action plan, the participants worked in groups to determine specific items that mentors and interns needed from the beginning to the end of the student teaching phase. Each of the participants was then asked to develop his or her own mentor action plan that could be used the next time he or she has a student teacher. Mentor C shared,

> Well, I'm going to have this action plan already set in a packet. I know what I'm going to do, and how I'm going to proceed, and that is part of what makes a good teacher - preparation and planning . . . so it all comes together to make us really think about it [the mentor process] and put a plan together that we can use that is practical. It's a road map.

All four interviewees thought it would be helpful for mentors to meet together on a regular basis to support one another in the mentoring process. During the semester, participants came to the conclusion that for mentors to grow and develop, they had needs that should be met as well. This support and dialogue created another level of growth. The participants saw the need to become a mentor's mentor. Two of the four interviewees felt that leaving a legacy for future educators could be maintained by a mentor's support group. Mentor A expressed the notion that, "We must lead them; how do we carefully lead them? Working with student teachers, well it's an investment." Mentor C suggested that, "Perhaps, we need a mentor breakfast or a mentor focus group or a luncheon so that we could come back and revisit some issues."

Responsibility and time were given priority by three of the four interviewees. During the course of the semester, several participants commented about the amount of time needed to properly focus on the student teacher. Participants also expressed an opinion about the fact that there was barely time to properly address the necessary content for the pupils in the classroom, much less the additional responsibility of a student teacher. Many expressed frustrations about feeling overwhelmed in the

classroom without the added pressure of a student teacher. Mentor D said that, "For me personally, it highlights how much responsibility we have toward somebody that's coming into the profession. Mentors need to realize it takes time. They need to be willing to put forth that time." Mentor C stated that, "This training has given mentoring a new sense of importance, that maybe I hadn't taken it quite as seriously before."

Triangulation of Data

The researcher analyzed the data in three parts. First, the quantitative data in the form of mentor efficacy pre and post questionnaires were analyzed for overall effect. Second, the qualitative data in the form of weekly journal reflections was analyzed. Third, the pre and post interviews were analyzed. Once all of the data collected over the semester was compared, the bigger picture emerged.

Many educators might suggest that any additional training given to mentors would enhance and support a more effective mentor/student teacher experience. Nevertheless, the combination of information about supervision of instruction, information about research concerning mentoring and the time for practiced reflection gives the implication that training based on supervision of instruction helps mentors feel more confident when working with student teachers.

The positive increase in mean scores between the pre and post questionnaires could be due to the familiarity of the questionnaire. It could also be the result of any professional growth occurring over the course of the semester. However, the researcher believes that the combined data reveals that it was the specific training in supervision of

instruction and reflection that provided the support needed to create a more meaningful student teaching experience from the mentors' perspective. Even though the participants rated themselves as having high mentor efficacy initially, it is not out of the question to presume that training in supervision of instruction and reflection increased mentor confidence over the course of the semester. Both the weekly journal reflections and the interviews seemed to disclose that due to participation in this training, the participants gained a new sense of importance and a feeling of increased mentor responsibility. When addressing each individual research question, the researcher believes that while the quantitative data lends support for increased overall effect, it is the qualitative data that helps to explain how the change can be accounted for. Through the weekly journal reflections and interviews, participants were able to share their feeling that the importance of the mentors' role had increased.

Summary

During the analysis of the questionnaire using the Paired Samples t-test, there was an increase in the means between pre-group and post-group. The Pair 1, premean-postmean revealed significance of .026. The analysis of the Weekly Reflections and the Pre and Post Interviews revealed that the participants valued the training in supervision of instruction and would use the information gained during the semester. The triangulation of data sources gives rise to the implication that training in supervision of instruction supports the mentor's role and responsibility identification.

The training program offered an opportunity to 16 participants to learn about a mentor teacher's roles, responsibilities and supervision of instruction. It was during the learning process in the supervision of instruction class that mentors' efficacy was enhanced. The triangulation of the data indicated that mentors need to reflect upon their responsibility and commitment to determine the type of legacy they plan to leave with the next generation of teachers. Chapter five will provide discussion, conclusions and recommendations from this study.

CHAPTER V

IMPLICATIONS OF A MENTOR TRAINING PROGRAM'S EFFECTIVENESS: DISCUSSION, CONCLUSIONS AND RECOMENDATIONS

Discussion

The term mentor has different meanings for different people. Like teaching, the roles and responsibilities of mentoring may be only subconsciously known. Mentoring, like teaching, becomes second nature, tacit knowledge. However, mentoring is as important a task today as it was to Odysseus millennia ago. The education of his son, Telemachus, was so important that he left him in the care of his friend Mentor (Galvez-Hjornevik, 1985; Odell, 1990; Tickle, 1993). Mentor certainly must have been more than just a friend; he must have had extraordinary abilities that Odysseus believed to be valuable to his son's education. Today, we entrust teachers with this important task and mentors for education are just as important. Today's teacher/mentors must have extraordinary abilities, and they must understand the magnitude of their responsibilities in order to mentor effectively.

This study attempted to discern those very important elements to the successful mentor/intern relationship. It was hypothesized that when given the background of expectations to supervise and the tools to supervise a student teaching experience, a common ground of understanding of mentoring roles and responsibilities would emerge. The literature suggested that mentor training seems to be a neglected component to the

improvement of teacher preparation. Until recently, mentor training had been given little attention, typically three to six hour workshops for training, if at all. It was also hypothesized that when mentors are provided adequate time in which to garner mentoring skills, the reflection of such skills would be evidenced. A semester long course in mentor training attempted to determine if that actually occurred and the possible impact such a course may have on future mentor training.

When triangulating all three forms of data generated by this study, pre and post questionnaires, weekly journal reflections and pre and post interviews, a larger picture developed. This picture noted that mentor training changed mentor efficacy in regard to the student teaching experience. The quantitative data derived from the pre and post questionnaires revealed an increased change in pre and post group means from 4.2803 to 4.5189, a positive change with an alpha of .026. This change in means supported the idea that a semester course in mentor training may indeed change perceptions in regard to the student teaching experience. In addition, the qualitative data derived from the weekly journal reflections and the pre and post interviews allowed the participants to voice their increased feelings of professional growth in terms of mentor efficacy and mentor role identification. The qualitative data reinforced the change noted in the pre and post group means.

This study suggested, and the researcher continues to believe, that there is a difference between the standard method of choosing and training mentors - typically three years of experience, a recommendation from an administrator and a willingness to

participate in the program - and the training employed in this study. This study went far beyond the typical approach by examining a mentor training program's effectiveness to prepare mentor teachers. It also attempted to design a training program that focused on supervision of instruction and individual and group reflection as they relate to mentoring in order to better prepare mentors with the tools to mentor more effectively. The differences between this study and the typical mentor training were in the length of time provided and the methodology employed in the course.

The data supported the premise that given the tools of supervision and time to reflect, mentor teachers will better understand their roles and responsibilities. Among the three forms of data collected, it was documented over the semester that participants' perception of their various roles as mentors and their sense of efficacy had increased. Participants involved in the study repeatedly commented that their communication skills, instructional skills, assessment/supervision skills, decision-making/reflection skills, leadership skills and overall readiness were enhanced. Each of these areas was noted by the study and supported in the literature as influential to mentor education.

The researcher analyzed each question through the triangulation of the data that revealed the following points to each question.

The questions of interest to the study were:

1. Would training that focuses on supervision of instruction provide support and role identification to mentor teachers as they attempt to guide student interns through the student teaching professional semester?

Participants scored themselves higher on the post questionnaire as evidenced by the change in sub-categories, communication techniques and instructional skills. This implies that the participants had a stronger sense of efficacy in those particular areas. And the researcher believes that this question is clearly answered in the weekly journal reflections and interviews. As noted previously, the participants repeatedly shared their feelings of an enhanced sense support to mentor as they plan to guide a student intern through the student teaching professional semester.

2. Would such training increase the mentors' self-efficacy of mentoring?

The weekly journal reflections and interviews indicated that the 16 participants' felt an increased sense of mentor efficacy. As one participant stated, "I definitely have more of a schema about mentoring and a mentor's job/responsibilities."

3. Would mentor thinking change as a result of mentor training?

The researcher believes that the responses from the weekly journal reflections and interviews indicate that participants thinking definitely changed as a result of the training. The improved overall means scores of the post efficacy questionnaires suggested that mentor thinking did change. Another participant shared how the training had changed his thinking when stating, "I learned more about being an effective teacher. It is amazing how you start to reflect on your own teaching style when you start thinking about being an example to someone else."

4. Would mentors who have had training in supervision of instruction and adult stages of development feel more confident that they could mentor student teachers?

According to the weekly journal reflections and interviews, even those who had been mentors previously felt more confident to mentor as a result of the training. One participant who had been a mentor on previous occasions expressed the following, "I feel renewed about my role. I wish I had had this class twenty years ago."

5. Would training mentors in supervision of instruction affect the mentors' perception of his or her effectiveness with student interns?

This too is evidenced by increased change in the results of the questionnaires, the weekly journal reflections and interviews that the participants felt more confident that they could help student interns become more effective teachers after the student teaching experience. A sample of one participant's change in perception about mentoring is, "In the future, I will use the information and resources that I have gained from this class to 'notice signs of growth' in budding teachers. I can really see my own growth and improvement in just a short time."

According to the pre and post questionnaires, there was a positive change in the means, indicating an increased feeling of mentor efficacy as noted by the overall significance of .026. Added to that, the positive change in communication techniques and instruction strategies lend support to the premise that this particular type of training makes a difference. In addition, when analyzing the weekly journal reflections and pre

and post interviews, there was an increased level of awareness and understanding of mentor roles and responsibilities. Participants shared their increased feelings of confidence in the areas of communication skills, conferencing techniques, assessment skills, reflection/decision-making skills, supervision of instruction, leadership skills, and overall readiness to mentor effectively. By collapsing the data, these specific terms for areas of confidence were established. And, according to the pre and post interviews, participants felt an increased sense of responsibility and ownership in the process of teacher preparation.

The researcher believes that the implications derived from the data are that when given the time, tools and practice, mentor teachers have a stronger sense of mentor efficacy in general. Training that focuses on supervision of instruction can provide mentors with the needed tools to support their endeavor during the student teaching experience.

Data analysis of this mentor training program's effectiveness has shed some light upon the tools mentor teachers need in order to effectively mentor student teachers.

- Mentors need time to absorb the magnitude of the their roles and responsibilities during the mentor/intern relationship.
- Mentor teachers need to be reflective to model reflection.
- Mentors need to understand and value differences in others and how to work together.
- Mentors need the tools for listening and questioning techniques that elicit reflection and communication from the student teacher.

- Mentors need to be cognizant of the time involved during the mentor/intern experience.
- Mentors need a plan to guide them through the mentor/intern experience. A mentor action plan that will provide a road map filled with information and suggestions for both the student teacher and the mentor.

The study noted that guided reflective practice through mentor training was critical to assisting mentor teachers in their efforts to support, guide, train and model effective teaching practices. As previously suggested by Reiman and Thies-Sprinthall (1993) guided reflection might be the crucial key needed to unlock the potential for developmental growth. Many class participants reported in their weekly journal reflections that they would recommend that all mentors should be required to go through this training because it had given them a chance to share and reflect on educational issues in which educators sometimes lose focus.

One area of concern noted by the participants and the researcher was time. Time was recognized as pivotal to the success of the student teaching experience for participants in the study. The lack of time was noted during each class period as a deterring factor for the success of the student teaching experience. Participants continually commented about the difficulty in finding time, making time and allowing time to communicate with the student intern. This idea is noted by Christensen (1991) who proposed that time is a critical element to the mentor/protégé relationship. Wood and Thompson (1993) and Joyce and Showers (1983) claimed as well that time is a critical

factor to growth and development at whatever the stage of teacher development. Providing time for conferencing and reflecting was also established by the participants as the mentor's responsibility in order to elicit communication and dialogue between the student teacher and the mentor. Prior to this training, the participants had not made this connection.

Another area of concern that arose was the degree of self-efficacy that might already be established by the participants. Mentor participants rated themselves fairly high on the pre-test efficacy scale. It was also assumed that mentors would have those characteristics, already. Initially, these predispositions seemed to indicate that the participants would not respond to the training's effectiveness to increase mentor's efficacy. The researcher felt that significant mentor growth was not to be expected because these particular participants seemed to be strong, worthy and capable mentors interested in guiding student interns smoothly through the transition from student to teacher. However, the participants completed this training feeling an increased sense of empowerment to mentor pre-service teachers and first-year teachers. Both the quantitative and qualitative data supported that change occurred over the semester. One would expect mentors to be strong, dedicated and committed role models for effective teaching. Nevertheless, the data supported the premise that even mentors who are strong, dedicated and committed will increase their sense of efficacy when given information about supervision and time for guided reflection. Ganser (1999) and Reiman and Thies-Sprinthall (1998) suggested that mentors should be proficient in skills typically

associated with instructional supervision and perhaps instructional supervision is a missing component within teacher preparation programs. The results of this study reflected that idea.

Conclusions

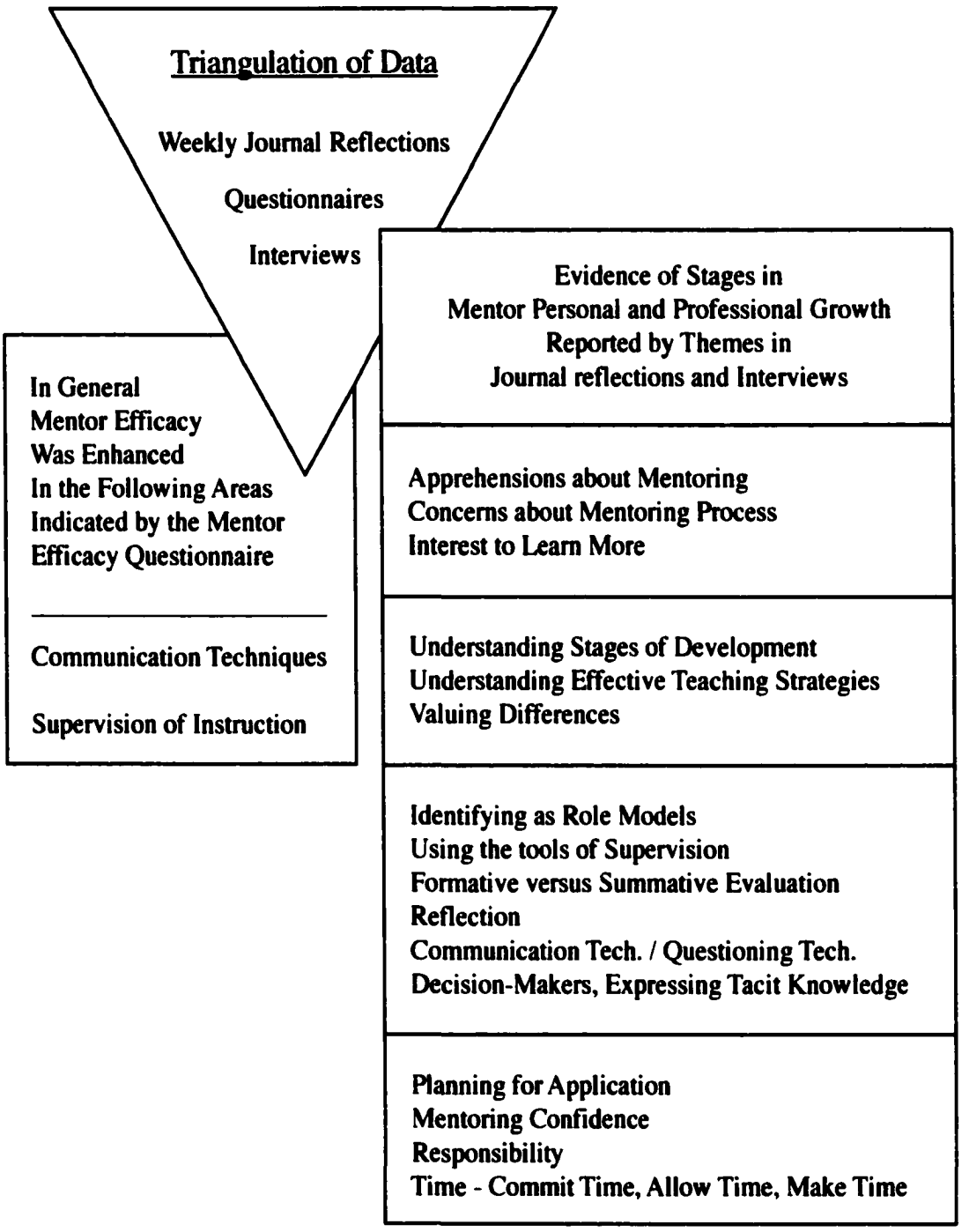
First, this study of a mentor training program's effectiveness has revealed that training focusing on supervision of instruction may enhance mentor perceptions and identification of roles and responsibilities. Mentor participants from this study suggested that if one takes on the responsibilities of "mentor," he or she should develop an interest in the preparation of pre-service teachers. This implied that teacher preparation is highly dependent upon the abilities of the mentor teacher and experiences provided to the protégé during the student teaching experience. This also implied that in the future, collaboration among universities and public schools will need to be increased for teacher preparation to substantially improve. If mentor teachers are empowered with specific mentor tools, participants who are involved should benefit from the experience.

Second, this study developed a profile of the tools for the supervision of instruction, typically associated with administrative courses, so that mentors would develop more confidence as they mentor student teachers. In attempts to better prepare teacher candidates support must be provided to those individuals thought to be the most influential to the teacher education process - mentor teachers. The literature suggested that mentors are the most influential people in a pre-service teacher's experience. Odell, Huling, and Sweeny (2000) "viewed the role of the mentor in pre-service and induction

programs as highly significant" (p. 10). Because universities are so dependent upon the mentor teachers to give pre-service teachers the valued classroom experience, universities must help those who provide the daily practice of teaching and learning. Just like the beginning teacher, the mentor teacher must not be thrown into the "sink or swim" attitude during the student teaching process. The tools are available, and time and practice to acquire these tools should be provided. Mentors need support and encouragement to continue to grow and become stronger and more efficacious, too. Levine and Broude (1989) reported that as mentors are trained and train others, they refined old skills and learned new ones. Through this process, mentors reported a "sense of energy and rekindled enthusiasm" (p.77). This idea was corroborated by the results of the study.

Third, the study examined the perceptions of the mentors participating in a training course that focused on supervision of instruction, and it was assumed that mentors' perceptions of efficacy are vitally important to the successful teacher preparation experience. It was concluded from the study that perceptions could be changed in a positive direction. Mentors who feel confident to supervise and move a protégé through the formative steps for teacher growth and development are critical to the mentor legacy within the educational process. For a graphic representation of this study see Figure 5.1.

Figure 5.1 Mentor Training Program Outcomes



Finally, this research may also provide a vehicle for universities and public school officials to collaborate in efforts to improve the preparation of pre-service teachers. Mentor teachers have a pivotal role in teacher preparation. Universities that are professional development schools have long recognized the importance of the mentor teacher to the process of teacher preparation. This could be supportive research for those universities that are collaborating as professional development schools. It might also be encouraging research to universities who are currently seeking ways to improve teacher preparation but are not professional development schools. In conclusion, the researcher theorizes that training mentors in supervision of instruction has strengthened the mentor's belief that he or she can make a difference in the learning and training of student teachers. It is also suggested that when given tools such as how to supervise for formative evaluation, how to reflect and how to recognize the channels of communication and effective questioning techniques, mentor teachers have a stronger sense of efficacy to mentor in general. Combs (in Pajares, 1992) expressed it best: "Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he/she believes about himself/herself" (p. 307). This research suggested that when given information about supervision of instruction and increasing mentor efficacy, mentor teacher participants will be empowered and their leadership skills will be increased just as those in this study.

Recommendations

After analyzing the data, the researcher recommends that mentor training could be improved by providing instruction for mentors that focuses on supervision of instruction. This training should actively engage participants in dialogue and research that moves them far beyond the typical workshop-training model. Mentors need the opportunity to reflect on effective teaching practices, to practice conferencing, to practice questioning skills and to collaborate with other mentors.

Life-long learning has become an educational mantra. This study suggested that perhaps it is time to practice what is preached and support mentor teachers with more substantial training rather than the limited workshop training presently provided. Thus, life-long learning will be modeled as truly continuous. Krupp (1989) suggested that educators should realize that they should make learning for the adult learner relevant and practical.

Several recommendations for practice are suggested by this study:

- Teachers who are recommended to become mentor teachers should be given extensive training in supervision of instruction. This training could be designed for work toward a post-graduate degree;
- Training for mentors should concentrate on giving mentor teachers information about and tools for supervision of instruction that empower mentor teachers with skills he or she can use during the student teaching experience. This would help

eradicate the myth that the student teacher is the "substitute teacher" or that mentors get "free time off" in the classroom;

- Public schools officials should be made aware of the importance universities are placing on mentor teachers as influential in the success of teacher preparation programs. Public schools want to hire the best teacher available to teach their children. However, many public school officials are unaware of the influence mentors have on pre-service teachers and how that process can affect the success of teachers in the classroom. School officials (administrators) need to understand how influential mentor teachers are to the success of pre-service teachers and how they can become an integral part of the teacher preparation process. Only through collaborative efforts can teacher preparation of future teachers become a reciprocal practice; and
- Any change in mentor training should still allow for guided reflection and an interval to digest new information, then returning for dialogue and support of professional growth. The length of time for mentor training needs to be addressed. Time is essential for professional growth to occur. The schedule for training needs to be planned over an extended period. Reflection and dialogue with others is critical to one's personal and professional growth. Short workshops, as in past mentor training, do not provide the appropriate amount of time for digesting new or relearned information. Perhaps the time frame could be rearranged; a weekend format to accommodate differing mentor needs might be a

viable option. An unconventional approach might be to offer mentor teachers a training course at timetables different than the standard university sixteen-week semester format.

Recommendations for further research based on this mentor training study are as follows:

- This study could be repeated at other university sites to compare mentor perceptions at different geographical locations and with different size samples.
- Interview public school officials to get their perceptions of the teacher preparation and mentor training offered.

After mentors have completed the extended mentor training:

- A follow-up of this study might be: to pre and post interview the mentor participants who will have a student teacher during the following school year.
- Ask the mentors to keep a reflection journal or a dialogue journal between the mentor and his or her student teacher during the professional semester.
- A replicated study could be used to promote continuous teacher preparation improvement for future professional development by;
- Eliciting information from mentors about ways to improve the teacher preparation program.
- Involving mentors who have completed the training course to select and train new mentors.
- Developing a mentor support group that meets on a regular basis.

- Beginning a study group for mentors that would examine current research and meet on a regular basis for continued teacher/mentor growth.
- Interview student interns or first year teachers who had a mentor trained in supervision of instruction and reflection. Find out if the tools of guided reflection and questioning techniques were helpful to the student teacher after his or her transition from student to teacher. Did the mentors' training transfer to the interns and help the interns when on their own?

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APPENDIX A

Mentor Efficacy Questionnaire

Mentor Efficacy Questionnaire

For Program Evaluation
Cameron University
Department of Education

CAMQuEST Program

The purpose of this survey is to gather information to help evaluate the Mentoring: An Approach to Supervision of Instruction program at Cameron University. We would like your impressions of mentor's roles and responsibilities during participation in the teacher education program where CAMQuEST student interns are or may be placed in your classroom and school. We are not evaluating individual teachers, so please do not put any name on this instrument. However, as you fill out the survey, please think about the Cameron University student that is finishing his or her internship at your school.

Below are statements about the characteristics of effective teaching from the State's Residency (formerly Entry Year) assessment form for beginning teachers. Please rate your level of agreement regarding whether your new teacher from Cameron University possesses or demonstrates the characteristic. We are interested in the degree to which the mentor feels competent to guide the student teacher to achieve the characteristics described below. Please circle the number that corresponds to your level of agreement.

	1	2	3	4	5	NB
Strongly					Strongly	No Basis
Disagree					Agree	to judge

When working with a student teacher, I feel confident to provide guidance in the following areas, the student teacher . . .

1. shows awareness of the growth and development patterns characteristic of the group taught..... 1 2 3 4 5 NB

2. acknowledges students' accomplishments with sincere and appropriate encouragement..... 1 2 3 4 5 NB

3. demonstrates knowledge of individual differences such as interests, values, culture, and/or socioeconomic background..... 1 2 3 4 5 NB

4. uses knowledge of students' interests, values, culture, and/or socioeconomic background..... 1 2 3 4 5 NB

5. communicates effectively with students in the classroom..... 1 2 3 4 5 NB

6. effectively expresses self in written and oral communication using correct grammar and appropriate vocabulary..... 1 2 3 4 5 NB

7. communicates effectively with parents..... 1 2 3 4 5 NB

8. effectively communicates goals for learning..... 1 2 3 4 5 NB

9. demonstrates good decision making in regards to instructional planning ..... 1 2 3 4 5 NB

10. demonstrates good decision making in regards to interactions with students and parents..... 1 2 3 4 5 NB

11. relates teaching activities to students' knowledge and experiences..... 1 2 3 4 5 NB

12. models and encourages a positive attitude toward learning..... 1 2 3 4 5 NB

13. uses questioning techniques, cooperative learning groups, and/or guided practice methods to involve all students..... 1 2 3 4 5 NB

14. uses a variety of teaching methods..... 1 2 3 4 5 NB

15. plans lessons that show coordination of short-term and long-term objectives..... 1 2 3 4 5 NB

16. makes sure that lessons are designed in clear and logical formats..... 1 2 3 4 5 NB

17. selects activities to meet group and individual learning needs..... 1 2 3 4 5 NB

18. makes sure that selected activities are clearly related to goals for learning..... 1 2 3 4 5 NB

19. plans for the efficient use of time..... 1 2 3 4 5 NB

20. checks to determine if students are progressing toward goals for learning..... 1 2 3 4 5 NB

21. changes instruction based on the results of assessment..... 1 2 3 4 5 NB

22. uses grading patterns that are fairly administered and based on identifies criteria..... 1 2 3 4 5 NB

23. clearly defines expected behavior, encouraging positive behavior and redirecting negative behavior..... 1 2 3 4 5 NB

24. handles disruptive students effectively..... 1 2 3 4 5 NB

25. encourages mutual courtesy and respect between the teacher and the students..... 1 2 3 4 5 NB

26. treats students fairly..... 1 2 3 4 5 NB

27. establishes rapport with students..... 1 2 3 4 5 NB

28. provides a pleasant, safe, and orderly climate conducive to learning..... 1 2 3 4 5 NB

29. maintains a friendly and cooperative relationship with other school employees..... 1 2 3 4 5 NB

30. exhibits leadership or potential for leadership..... 1 2 3 4 5 NB

31. shares knowledge and techniques with other faculty..... 1 2 3 4 5 NB

32. works effectively as a member of an educational team..... 1 2 3 4 5 NB

33. demonstrates sufficient knowledge of both the content and effective teaching practices..... 1 2 3 4 5 NB

Are there other strengths you see in this CAMQuEST teacher that you would like to share with us?

Are there weaknesses you see in this CAMQuEST teacher, or in our program that you would like to share with us?

Do you have any other impressions of or thoughts about the teacher preparation program at Cameron University that you would like to share with us?

Adapted with permission from the University of Oklahoma, College of Education.

APPENDIX B

Participant Consent Form

The University of Oklahoma, Norman Campus
Consent to Participate in a Research Project

Does expanded mentor training in supervision of instruction increase mentor efficacy?

Anita Hernandez, Principal Investigator

I would like to investigate from a quantitative and qualitative point of view whether educators who participate in a mentor class focusing on instruction of supervision feel that their self-efficacy has increased as a result of participating in the mentor class. The literature reveals that mentor training has become highly significant for some pre-service teacher preparation, while others view it as inconsistent and unsubstantial. Research suggests the study of sustained mentor training, maintenance and follow-up to support professional development and the stages of career development Given these implications, it might be interesting to note whether or not mentor efficacy changes as a result of long-term mentor training in supervision of instruction. If you participate in this project, you will be asked to participate by answering a questionnaire at the beginning of the semester and again at the end of the semester, in the mentor class and you may be randomly selected to participate in an hour-long interview. The interview will be audio taped to ensure that the information may be transcribed and attributed as accurately as possible.

I see no foreseeable risks of participation in this project for you. Your participation will provide additional insight into the tools needed by mentors to support and assist pre-service teachers in his/her professional semesters.

Your participation in this project is strictly voluntary. The project results will be presented as partial fulfillment in a dissertation at the University of Oklahoma. Should you decide to withdraw from the project, there is no penalty. All materials garnered from you will be kept in a secure place by the principal investigator and will remain confidential within the limits of the law. A pseudonym will be given for you and your current setting so that real names and locations will remain unknown.

If you have any additional questions about this project at any time, please contact me at 580.581.2858 (work), 580.536.2648 (home) or anitah@cameron.edu. You may also contact my University supervisor, Dr. Michael Langenbach, at 405.325.1275.

Anita Hernandez

Doctoral Student, Educational Administration, Curriculum, and Supervision

CONSENT STATEMENT

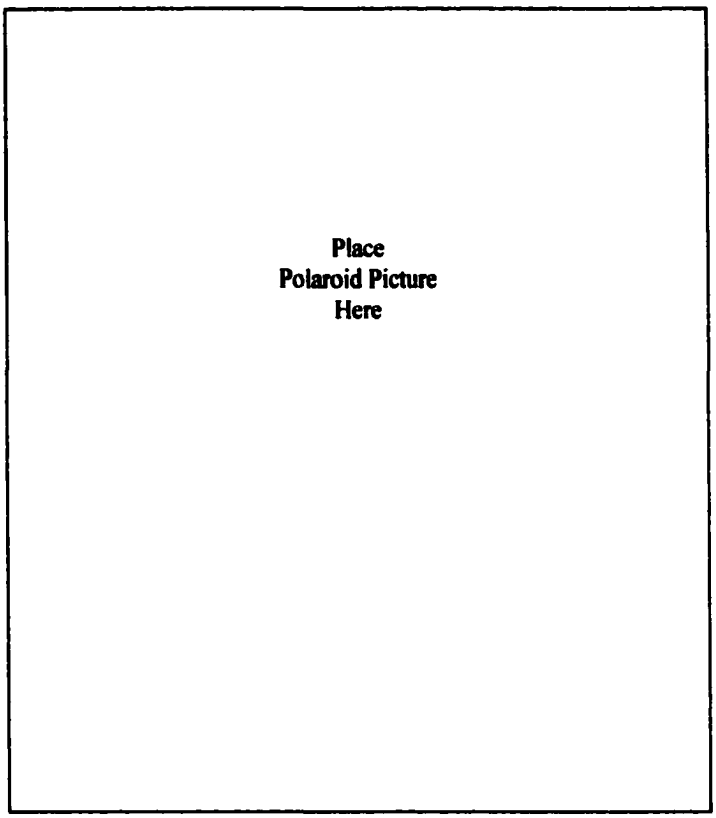
I agree to take part in this research project. I know what I have been asked to do and that I may stop at any time. I give my permission to be audio taped.

_____ _____

Signature Date

APPENDIX C

Icebreaker Activity



My name is:_____

I teach: _____

I have taught _____years at _____

_____

Places I've lived are: _____

My hobbies are: _____

The last book I read was: _____

My favorite movie is:_____

My dream is to: _____

My pet peeve is:_____

APPENDIX D

EDUC 5873 ST:
Mentoring: An approach to Supervision of Instruction

Syllabus

2000 - 2001
EDUC 5873 ST: Part I
Graduate Course

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS - Part I
COURSE OVERVIEW

Instructor: Anita J. Hernandez, Coordinator of Field Experiences

Office: NB 1011 Hours: By Appointment
Telephone: 581-2858 W, 536-2648 H E-Mail: anitah@cameron.edu

I. **COURSE NAME AND NUMBER: EDUC 5873 ST: MENTORING: An Approach to Supervision of Instruction. HOURS: 3 hr. Graduate credit**

II. **COURSE DESCRIPTION:**

This course is designed for those who are interested in participating in Cameron University's Teacher Education program, for teachers, faculty and administrators involved in a student teaching and/or residency year program. This course will better define the roles and responsibilities of the mentor, the intern, the university consultant, the public school administrator and the coordinator of field experiences.

III. **KNOWLEDGE BASES:**

This course covers the education conceptual framework areas of Effective Teaching Practices, Adult Learning Theory, Pedagogy, Research and Practice at the introductory, intermediate, and advanced levels. The concept of the reflective, constructivist adult learner is essential to the development of teaching methods and content proficiency. The works of S. Hopkins, K. Moore, J. Dewey, M. Rand, and T. Sergiovanni provide a framework for understanding effective, reflective teachers and teaching. Reflective thinking practices and strategies are found in the works of Goldhammer, Wiseman, deBono, Costa and Bey.

IV. GENERAL OBJECTIVES:

The purpose of this course is to assist students in developing a basic, intermediate, and advanced understanding of the teaching strategies used in mentoring student interns or resident teachers. Examples will be provided as to how the mentor teacher's effective use of these resources is essential for effective learning. We will also discuss how the need to plan based on pupil needs as identified through a variety of assessment strategies is also crucial in developing effective teachers.

The student will be introduced to a variety of strategies, theories, and techniques provided to assimilate the development of the mentor and facilitating the development of the pre-service teacher and the resident year teacher.

V. TEXTBOOK:

Reiman, A. & Thies-Sprinthall, L. (1998). Mentoring and supervision for teacher development. Longman, New York.

VI. BIBLIOGRAPHY:

Bey, Theresa M., & Holmes, C. Thomas (1992). Mentoring: Contemporary Principles and Issues. Athens, Georgia, University of Georgia.

Boreen, J., Johnson, M. K., Niday, D., & Potts, J. (2000). Mentoring beginning teachers: Guiding, reflecting, coaching. York, Maine, Stenhouse.

Goldhammer, R., Anderson, R., Krajewski, R. (1993). Clinical Supervision. Fort Worth, Holt, Rinehart & Winston.

Hopkins, W. S., & Moore, K. D. (1993). Clinical Supervision: A practical guide to student teacher supervision. Madison, WI. Brown & Benchmark.

Moore, K. D. (1998). Classroom Teaching Skills. (4th ed.). Boston, McGraw-Hill,

Rand, M., & Shelton-Colangelo, S. (1999). Voices of student teachers: Cases from the field. Upper Saddle River, New Jersey,

Prentice-Hall.

Sergiovanni, T., & Starratt, R. (1998). Supervision: A redefinition. Boston, McGraw-Hill.

Sullivan,C. G., (1992). How to mentor in the midst of change. Alexandria, VA, ASCD.

Wiseman, D. L., Cooner, D. D., & Knight S. L. (1999). Becoming a Teacher in a Field-Based Setting. Belmont, CA. Wadsworth.

2000 - 2001
EDUC 5873 ST: Part II
Graduate Course

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS - Part II
Schedule and Instructions

Instructor: Anita J. Hernandez, Coordinator of Field Experiences

Office: NB 1011 Hours: By Appointment
Telephone: 581-2858 W, 536-2648 H E-Mail: anitah@cameron.edu

I. COURSE NAME AND NUMBER: EDUC 5873 ST: MENTORING: An Approach to Supervision of Instruction. HOURS: 3 hr. Graduate credit

II. INTRODUCTORY COMMENTS:

This course covers the education conceptual framework areas of Effective Teaching Practices, Adult learning theory, Pedagogy, Research and Practice at the introductory, intermediate, and advanced levels. The concept of the reflective, constructivist, adult learner is essential to the development of teaching methods and content proficiency. The works of S. Hopkins, K. Moore, J. Dewey, M. Rand, and T. Sergiovanni provide a framework for understanding effective, reflective teachers and teaching. Reflective thinking practices and strategies are found in the works of Goldhammer, Wiseman, deBono, Costa and Bey.

III. SPECIFIC LEARNING OBJECTIVES:

The purpose of this course is to assist students in developing a basic, intermediate, and advanced understanding of the teaching strategies used in mentoring student interns or resident teachers. Examples will be provided as to how the mentor teacher's effective use of these resources is essential for effective learning. We will also discuss how the need to plan based on pupil needs as identified through a variety of assessment strategies is also crucial in developing effective teachers.

The student will be introduced to a variety of strategies, theories, and techniques provided to assimilate the development of the mentor and facilitating the development of the pre-service teacher and the resident year teacher.

III. SPECIFIC LEARNING OBJECTIVES, continued:

- Redefining the mentor's role
- Adult development
- Building rapport between mentors and interns
- Sharing information and sources
- Observation techniques
- Evaluation strategies
- Listening skills developed between the mentor and intern
- Speaking the native tongue
- Challenging for high achievement
- Identifying strengths and weaknesses
- Coaching for development
- Providing appropriate support
- Recognizing accomplishments
- Developing the mentoring abilities of others
- Reflecting on oneself as a mentor
- The art of laughing and crying

IV. GRADING and EVALUATION

A grade will be determined by graduate student work reflecting the student's degree of competence providing all course requirements are meet during semester. Class participation, group projects, and reading and review of the book and articles are essential to effective course outcomes. The grading scale is:

90% - A
80% - B
70% - C

V. ACTIVITIES, REQUIREMENTS, AND ASSIGNMENTS:

Graduate students will be involved in group activities throughout the semester, in cooperative processing and collaborative planning in an effort to better understand the developmental processes of adult development.

V. ACTIVITIES, REQUIREMENTS, AND ASSIGNMENTS, continued:

Assignments will reflect the need for professional development in the areas of mentoring, conflict resolution, and leadership skills. Your assignments will be the following:

1. 10 Refereed Journal Articles reviewed and critiqued - **10 pts. Each**
   Reflect upon the implications each article has for you and future education professionals. The articles should be from professional journals since 1993, 1 _ - 2 pages, 12pt., double-spaced, and include a copy of the article along with each paper.

2. Reflection paper of the mentor(s) in your career and the qualities that effective mentors need to posses. – **100 points.**
   The reflection paper should be 3-5 pages long, 12pt., and double-spaced.

3. A weekly journal for recording personal and professional growth in the areas of supervision of instruction, conflict resolution, and leadership skills used when working with student teachers or resident teachers - **10 points. Each. (15 weeks)**

4. *A Mentor Action Plan to be prepared for use when participating in the teacher preparation. Suggested items needed related to mentoring student teachers or resident teachers –**300 points.**

*This plan shall be for your use before and during the student teaching experience. It should be thorough enough to provide a guide for both the mentor and the student intern for up to a sixteen-week assignment. It should be prepared in a packet type form for ease of reproduction and use during conferencing.

Assignments are due on date noted on Assignment Calendar. Late papers are accepted up to one week passed the due date, but the grade will be dropped one letter grade.

VI. TEXTBOOK:

Reiman, A. & Thies-Sprinthall, L. (1998). Mentoring and supervision for teacher development. Longman, New York.

VII. ATTENDANCE/WITHDRAWAL POLICY:

Students are expected to attend classes. Your knowledge and therefore your grade depends upon it. After three absences each absence will begin to effect your grade. If questions arise, we will follow the University attendance policy. If you are ill or have an emergency, please call me. You are responsible for making up missed work promptly and having assignments prepared for the following class.

Personal honor is everyone's responsibility. We should respect each other's right to a safe and non-threatening environment. Confidentiality is extremely important to a safe and non-threatening environment and the sharing of issues concerning schools and the school environment. Please remember that building trust by being confidential will allow everyone to grow and develop as professionals. **Also, the learning environment does not include the use of pagers and cell phones. Please keep these items turned off during class time.**

Good luck to each of you! Refer to your catalog for any policy not covered in this syllabus. Please call me or see me immediately if you have any questions or concerns. I'll be glad to talk with you over the phone or arrange a meeting at any time. I'm here to work with you to make this class a worthwhile and successful experience.

The instructor will comply with ADA requirements. Interested students should communicate their needs to the instructor.

VIII. COURSE SCHEDULE:

January 8, 2001	No Class/**Selected Reading**
Jan. 15	First class period/Getting to Know You/Efficacy Survey/ Things I value in a leader
Jan. 22	Effective Teaching – What it's not/ What it is **Library Tour**
Jan. 29	Stakeholders/Defining Roles **Article 1 Due**
Feb. 5	Building Relationships **Article 2 Due**
Feb. 12	Adult Development/Stages of Development **Article 3 Due**
Feb. 19	Communication Skills **Article 4 Due**
Feb. 26	Coaching for Development **Article 5 Due**
Mar. 5	Observation Techniques **Article 6 Due**
Mar. 12	**Spring Break**
Mar. 19	Listening Skills **Article 7 Due**
Mar. 26	Challenging for High Achievement **Article 8 Due**
Apr. 2	Speaking the Native Tongue **Article 9 Due**
Apr. 9	Identifying Strengths and Weaknesses **Article 10 Due**
Apr. 16	Recognizing Accomplishments **Reflection Paper Due**
Apr. 23	Reflection techniques **Journals Due**
Apr. 29	The Art of Laughing & Crying Together **Final: Case Study Report**

Please Note: The schedule may be subject to change.

APPENDIX E

Mentor Journal Reflection Form

Mentor Journal Reflections

- I think . . .

- I feel . . .

- I learned/relearned . . .

- In the future, I will . . .