



The Theory and Practice of Mentoring for Teachers

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The Theory and Practice of Mentoring for Teachers

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Manuscripts. Submit manuscripts to Editor, *Thresholds in Education*, P.O. Box 771, DeKalb, Illinois 60115. Suggested length - 900-5,000 words. Typed double spaced include author's vita.

The *Publications Manual* of the American Psychological Association (Sec. Ed. 1974) should be followed in preparing manuscripts.

Advertising rates: 1 page \$200; half page ads \$110.00; classified ads; up to 50 words, \$8.00, 51-100 words, \$15.00. Address: Business Manager *Thresholds in Education*, P.O. Box 771, DeKalb, IL 60115.

Thresholds is entered as Third Class Mail at the Post Office in DeKalb, Illinois under permit number 120.

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Subscription Information. Subscription rates are as follows: one year \$16.00, two years \$31.00, three years, \$45.00. For foreign subscriptions other than Canadian add \$4.00 more per year. Send to Editor, *Thresholds in Education*, P.O. Box 771, DeKalb, IL 60115.

Thresholds is a refereed journal published quarterly in February, May, August and November.

Theory and Practice in Education

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"I wish those professors at the university would get off the theoretical kick they are on and give me something practical that I can use in the classroom;"

"I wish public school teachers would base their practice on the soundest theory available instead of being indifferent, if not hostile, to theory!"

How often have you heard the above remarks made about those who teach courses on the university level—especially professional education courses, or about those experienced educators who take education courses...especially public school teachers?

Is it possible to give examples of good theory in education and how it works in practice?

The editors of this issue of *Thresholds*, "The Theory and Practice of Mentoring for Teachers" are convinced that the above remarks reveal something significant about those who make them, namely a lack of understanding about the different meanings of the word theory and why it is that scholars such as John Dewey would be willing to claim that "theory is in the end...the most practical of all things" (Dewey, 1929). What are some of the meanings that are attached to the word theory? What is the connection between theory and practice? Is it possible to give examples of good theory in education and how it works in practice? Do we have any good theories in education? What are some good theories of mentoring for teachers? In what sense can we call these statements theories and what do they imply for practice?

In general, we contend that theory must satisfy the following criteria:

1. It must explain the observed facts relating to a

particular issue or problem. It should lead to the "why questions" concerning the phenomena under consideration.

2. It must be consistent with the observed facts and with the already established relevant body of knowledge.
3. It must provide a means for its verification.
4. It should stimulate new discoveries and applications and indicate further areas in need of investigation, development and application: and
5. Theory should guide and direct the development and application of practice including setting priorities, policies, programs, procedures, tools, materials and techniques as these relate to the effectiveness and efficiency of the educational process.

Earnest Nagel (1969) has presented four meanings of the word theory. They are as follows:

1. It is sometimes used to designate a system of general ... propositions (statements) ... capable of explaining some empirically established regularities among observed events and, in many cases, of predicting with various degrees of precision certain classes of individual occurrences.

Examples:

- Newtonian mechanics in gravitational theory.
- The gene theory of heredity in biology.
- The marginal theory of utility in economics.
- The evolutionary theory of descent.
- Quantum mechanics.
- Maxwell's electro-magnetic theory.

Comments:

- These statements are relatively rare. Only the advanced stages of science has developed them.
- They are capable of explanation and prediction.
- The acceptance or rejection of theory in this sense is based on empirical findings.

2. The word theory is sometimes used to refer to any individual singular law or generalization. This is a more restrictive sense of theory than #1 above.

Examples:

- Bergmann's Rule in biology.
- The law of effect in psychology.
- The law of supply and demand in economics.
- Grimm's law in linguistics.

Comments:

- More restrictive than #1, but at least in principle, they depend for their validity on empirical findings.

3. The word theory is sometimes used to refer to a class of variables which are supposed to constitute the major determinants of the phenomena that are investigated in some given discipline.

Examples:

- Keynesian economic theory.
- Talcott Parson's General Theory of Social Action.

Comments:

- In this sense theory refers to a catalogue of variables.
- No statement about the relation of dependence among the variables can be made.
- Statements of this kind cannot be tested by empirical findings.

4. in its fourth sense, the word theory is sometimes used to refer to any more or less systematic analysis of a set of related concepts.

Examples:

- What philosopher's call "A Theory of Knowledge."
- An explication of concepts.
- Statistical decision theory.

Comments:

- Theory in this sense cannot be tested by empirical findings.

Although one might assume that the word theory has some additional meanings, the four presented above should suffice for the purpose of identifying two possible connections of theory and practice. For example, it might be asked, "What is the practical use of statements that permit explanation and prediction? (Theory in the first two senses.) Answer: It enhances our understanding of phenomena and permits us to have some control over the future. It can also be observed that when one becomes aware of the various meanings of this word, it is possible to distinguish between good theory and bad theory. It is perhaps for this reason that the American Educational Studies Association (1984) stated:

...For too long now, teacher education has been guided by an orthodoxy which judged practice in light of established theory. The result has been theory that lacked the power to illuminate or explain—in short, nontheory—and teachers who acquired a distinct dislike for any notion wearing the label...

Those who contend that the practice of educators should rest on a base of tested evidence envision the relationship inquiry-theory-practice to be something akin to that illustrated in the schema of the educational theory-practice cycle.

John Dewey (1929) noted that the original problems that are theorized about have their origins in the region of practical affairs. He believed that it was important for us to, at times at least, reflect on ordinary phenomena with some detachment. He was convinced there was no science at all without abstractions, and that abstraction means fundamentally that certain occurrences are removed from the dimension

of familiar, practical experience into that of reflective or theoretical inquiry. He observed that getting away from practical concerns is a condition of the origin of scientific treatment of any field. Why not keep our attention focused on practical concerns? His answer was that it restricts one's field of attention and thought. We must carry our observations and thinking further afield. He concludes by saying that, "Theory is in the end...the most practical of all things..."

The foregoing is intended to set the general theme of this issue of *Thresholds*, "The Theory and Practice of Mentoring for Teachers."

The essays by Robert J. Nejedlo and Wesley I. Schmidt provide insights into the theory of mentoring.

The essays by Donn Dieter, Kathryn Lind, and L.A. Wagner provide insights into the practice of mentoring as applied in the states of North Carolina, Wisconsin and California.

Jacqueline A. Bigelow, Raymond J. Dagenais, James B. Egan, Joseph R. Ellis, Susan J. Gavron, Michael J. Harkins, Gitangali Kaul and Cathleen Vollertsen provide reports on mentoring as it works in practice.

We think the ideas in these essays and reports will

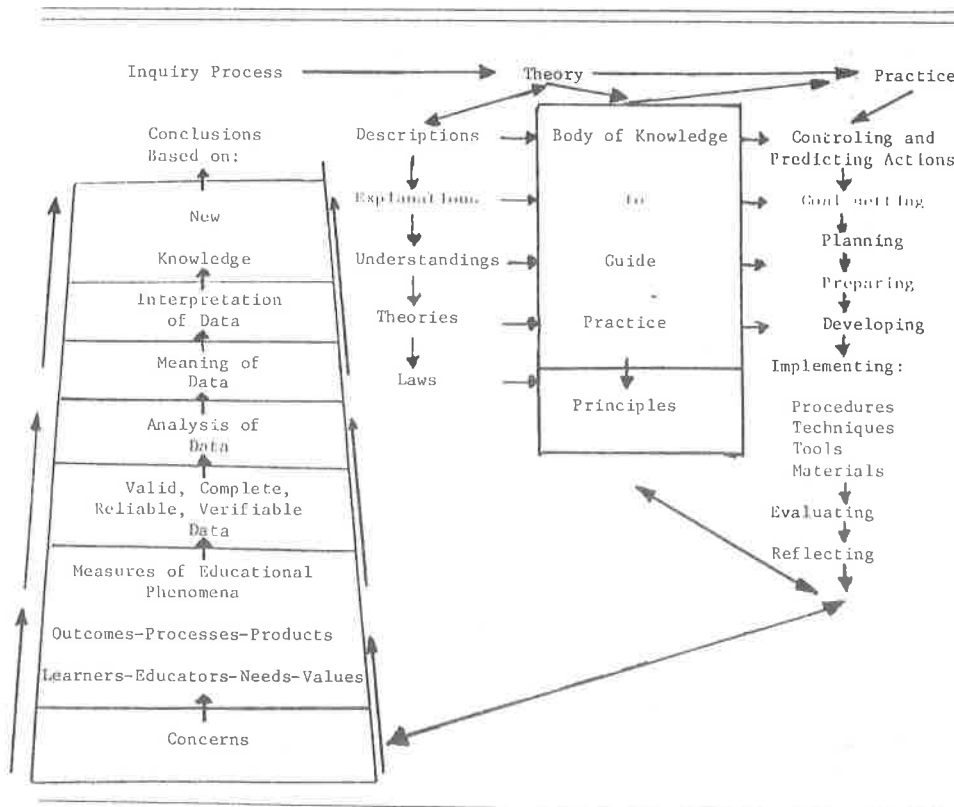
contribute to the development of good theory and practice in mentoring for teachers.

Byron F. Radebaugh and Joseph R. Ellis are Professors of Education at Northern Illinois University and editors of this issue of *Thresholds*.

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A SCHEMA OF THE EDUCATIONAL THEORY-PRACTICE CYCLE*



*Ellis, J. R., 1987.



Mentoring: The Concept and Theory

Wesley I. Schmidt

In today's sport pages, a respected and wise coach is often called the team's "mentor." Sports' heroes frequently refer to the wise "mentoring" they have received from a certain coach or businessman who guided them during a crucial and formative period of their career.

All references to "the mentor," however, pay homage to the relationship that existed between Mentor, a wise, close teacher-friend of Odysseus, and Odysseus' son, Telemachus. As Odysseus set off on the exploits that Homer recounted in the *Odyssey*, he commissioned Mentor to teach his son by precept and example the skills and responsibilities of the soldier-citizen of ancient Greece.

The Concept: Mentor

The traditional mentoring relationship arose spontaneously out of the overlapping needs of an experienced professional in a field of endeavor and a neophyte, (Schmidt, 1961; Jennings, 1971; Levinson, 1978). The senior professional, the mentor, is one who has found genuine success and satisfaction in creating a team of professionals who will share his system and vision for providing valuable services to others. Mentors know the confusion found among newer entries to the profession as to: the meaning of events, the process of mentorship, the importance of associations and networks and the risks attached to the various alternative career paths available (Dalton, Thompson, & Price, 1977).

With the burgeoning growth of the service industries since the early 70's, mentoring has been found to be one of the most effective processes for accruing to professionals the advantages similar to those of the apprenticeship period for craftsmen and tradesmen of an earlier era (Levinson, 1978). The professional and managerial occupations of today's service industries have much less permanence, structure and routinization than prevailed in careers of yesteryear. Hence, the extent of informal learning which needs to be acquired by the newcomer to the managerial-

professional ranks of the services is awesome and the need for capable, committed mentors is multiplied.

Consequently, the characteristics of effective, "more capable" mentors have been examined in nearly all recent studies of mentoring and/or career progression (Willbur, 1985). There appears to be general agreement within the research literature that mentors are experienced professionals who enjoy sharing their enthusiasm, understanding, and perspective of the full meaning of a professional career with those entering the field. They are able to patiently unfold their insights as to the subtleties of relationships, the timeliness of strategies, and the symbols of significant rewards and achievement. Mentors bring a new dimension of personal help, encouragement, and vision to the newer, growth-seeking members entering the profession.

There appears to be general agreement within the research literature that mentors are experienced professionals who enjoy sharing their enthusiasm, understanding, and perspective of the full meaning of a professional career with those entering the field.

They are usually persons who have had a significant, encouraging person in their own lives and thereby find a new challenge whenever there is opportunity to pass the "lamp of learning" (Roche, 1979). As a result, their proteges develop a new picture of the possible with regard to customer change, personal ex-

pression and creativity, and increased control of their own professional destiny.

Willbur (1985) in his summarization of the primary qualities of able mentors, included the following characteristics:

1. **Expectancy.** Mentors have faith, usually substantiated by the record, in the abilities of the protege. Mentors communicate their high expectations of their proteges by:
 - The quality and difficulty of tasks they assign.
 - The secrets of the profession, of relationships, and of networks they share.
 - The kind of secrets about self and depth of self disclosure that is provided in describing the personal impact, feelings, and apprehensions which decisions engender.
 - The commitment of time and intense focus to the relationship and joint discovery.
 - The willingness to give the protege strong support and introductions to the circles of senior professionals in which strategic plans and significant employment decisions are made.
 - The high performance the mentor demands as he provides feedback from the grapevine and personal observations as to the quality of relationships and results.
2. **A career view of the profession.** The more able mentors have a superior perception of career, as not only life-long, but also as broadly impacting the totality of family, friends, leisure, and opportunities for self-fulfillment and expression.
3. **A broad range of experience and contacts.** Mentors of the most successful professionals in both management and technology tend to possess multi-disciplinary or multi-departmental backgrounds from which to draw examples of dynamic, interactive resolutions to problems versus simplistic, solo responses. They know how to achieve results within the organization and are willing to share their strategies.
4. **An enviable role model.** Proteges frequently report that the opportunity that mentors provide for them to see teaching or management principles in action, to observe their implementation in

the real world of action, and to be able to debrief the experience subsequently, is the most effective means of integrating professional experiences.

5. **Ability to share the dream.** Levinson (1978) reports that mentors are able and willing to share the protege's dream of professional life-to-come. The protege's dream is, in essence, his career aspirations and strategy. Finding an experienced, more mature professional who can share, support, and facilitate movement toward the realization of the "career dream" is usually a rare and thrilling moment of discovery for both persons.

Both the protege and mentor commit themselves to an intense, personal relationship of mutual respect and caring communication.

The Concept: Protege

Proteges are new or relatively inexperienced persons who are prepared to ask, stretch, and risk to find and fully utilize their range of capabilities to achieve career aspirations. Both the protege and mentor commit themselves to an intense, personal relationship of mutual respect and caring communication. Proteges who become known as capable, available, teachable persons usually attract a number of mentors, each making a unique career contribution.

For the most part, it is the intensity of the mentoring relationship and the degree of genuine "dream" sharing that are the crucial elements of mentoring. However, there is emerging evidence (Shelton, 1982) that proteges who are protected class members, females and/or ethnics, require a more extensive and intensive mentoring relationship. It may be reasoned that those who enter the professional world as separated and estranged from the prevalent social system operative in a given field, also have the most to learn about its social-career context (Hennig & Jardim, 1977).

Specific studies of proteges are not abundant; however, reports by mentors of the characteristics they

desire most in proteges, are more prevalent (Kram, 1980). Achieving a "fit" of expectancies is a 50/50 proposition and a description of proteges possessing the most desired characteristics displays the other half of the human equation. The most desired and profitable proteges are usually found to possess the following characteristics:

1. **A high level of drive to succeed and commitment to the profession.** Busy mentors are not usually attracted to proteges who are not already succeeding in an appropriate arena. Mentors risk both their time and reputation on their proteges and cannot afford excessive risk in either dimension. As ambitious, committed persons themselves, they identify most readily with proteges who are success and results oriented.

there is emerging evidence that proteges who are protected class members, females and/or ethnics, require a more extensive and intensive mentoring relationship.

2. **Loyalty to the team and team building skills.** One of the prime motives of mentors in the service professions is to extend their own power base of capable, like-minded "comers" who can become part of a success oriented team or network, whether within or without the employing organization.
3. **A ready learner.** Proteges who bring broad and penetrating questions to the work place, help the effective organization retain the "cutting edge" of efficient, customer-oriented service. Mentors enjoy proteges who are curious, open, objective, and non-defensive. These neophytes are teachable and provide an immediately rewarding relationship for the mentor.
4. **A good sense of humor, especially about self.** Since humor usually results from a broad perspective of self-in-situation, proteges having

an objective sense of humor find new ways to perceive and define issues and the organization.

5. **Bright, articulate, and an accurate self-concept.** Here, the maxim of Socrates to "know thyself" is a coveted quality. The young person who grasps issues and relationships quickly, communicates perceptions and concepts readily, and deploys the self wisely is a desired human asset to any profession, especially the services.

mentoring is strongly associated with careers reflecting fewer job changes, following a more direct path to the top, and more leadership positions in professional associations.

The Payoff

The literature is replete with studies of varying degrees of sophistication, which correlate the presence and/or style of mentoring with various criteria of career success, (Roche, 1979; Shelton, 1982; Schmidt, 1986; Willbur, 1985). The success criteria which have been reported as significant the most frequently are:

1. **Rapid upward mobility.** Whether measured by promotability scales, rate of upward mobility, or number of years to achieving designated professional levels, a higher rate of upward mobility is an expected mentoring outcome.
2. **Level of income.** Studies correlating short-term income changes with mentored versus unmentored careers have yielded mixed results. However, the more longitudinal the study and the greater the spread of salaries in the profession, the greater the impact of mentoring.
3. **Quality of employing institution.** This criterion has utilized a wide variety of measures, each adapted to the specific profession being examined. Its use has revealed that mentored careers

result in positions in organizations and institutions that are the more prestigious in the selected profession.

4. **Career stability.** Few studies have examined the consistency and stability of total careers from inception to the professional apex (Schmidt, 1986). Whenever examined, however, mentoring is strongly associated with careers reflecting fewer job changes, following a more direct path to the top, and more leadership positions in professional associations.
5. **Career satisfaction and expectancy.** It is not surprising, after discovering that mentored careers reflect the foregoing success factors, to discover that there is greater current satisfaction with one's current professional setting and with perceived prospects for the future.

Conclusion

Mentored careers, while not always successful, have a far better chance to succeed than non-mentored. Career success of their key personnel is the goal of every service organization seeking to reduce waste in terms of dollars as well as human resources and satisfaction. With the rapid change in responsibilities inherent in most human service positions today, mentoring is probably the most rapidly growing training process in use for maturing professionals.

Wesley I. Schmidt is a retired professor of counselor education, Northern Illinois University. He currently serves as a consultant for management in business and industry.

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What the Literature Tells Us About Mentoring

Robert J. Nejedlo
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Mentoring is a topic that has withstood the test of time. Its roots lie in ancient civilizations, and what we are seeing today is a strong resurgence of interest in the topic of mentoring. It might be said that this reappearing interest emerged with the publication of Sheehy's book, *Passages: Predictable Crises of Adult Lives* published in 1976 and Levinson's book, *The Season's of a Man's Life* published in 1978. In these two books, written by a female and male respectively, we have two respected individuals calling attention to the developmental stages in the lives of adults. The appearance of these books came at a time when equal rights for women was paramount. It was natural, then, that women began to look at ways in which their career mobility could be enhanced, especially when articles were being written which alluded to the benefits of mentoring. Many people, men and women, came to believe that one had to have a mentor to get ahead.

there has been a marked interest in mentoring reported in the literature and much of the literature has been published since 1979.

Judging from the number of articles and books that were published between 1979 and the present time, it might be inferred that the publication of Sheehy's and Levinson's books provided an impetus for the popularity which mentoring has come to receive. Roche's (1979) article "Much Ado About Mentors" focused on the importance of a mentor to one's career success. Other articles with titles like "Everyone Who Makes It Has a Mentor" (Collins & Scott, 1978) and "Men-

tor Mania" (Fury, 1980) emphasized the seeming need for people to have mentors in order to achieve career success.

In 1982 Nejedlo and Powell published a *Mentoring and Networking Bibliography* which contained 163 entries. Just two years later in a second edition (Alleman et al., 1984), 64 new entries were added. Further, in the first edition (Nejedlo & Powell), most of the entries were published after 1979. Thus, one can conclude that there has been a marked interest in mentoring reported in the literature and much of the literature has been published since 1979.

In order to assess the relevancy of mentoring for the field of professional education, a number of variables related to mentoring will be described. Included in what the literature tells us about mentoring are the history and definition, a profile of a mentor, a review of the literature on mentoring in educational settings, and strategies for effective mentoring.

History and Definition

The history of mentoring relationships is replete with examples, from Pygmalion and Galatea in Greek mythology, to Mentor and Telemachus, to Plato and Aristotle, to Franz Boas and Margaret Mead, and to many others throughout history.

The term mentor originated with an individual named Mentor who was a faithful friend of Odysseus. When Odysseus went off to fight the Trojan Wars, he entrusted his son, Telemachus, into Mentor's care. Mentor was a tutor, guide, and protector to the boy over a number of years. This relationship ended as mentorships should, and when Telemachus started searching for his father, the Goddess Athena appeared in the form of Mentor to help him in his search. Thus, the spirit of Mentor lived on after him.

Mentoring can be a significant determinant in the professional development of an individual. Many successful careers have been launched with the assistance of a mentor. Certainly Franz Boas' tutelage with Margaret Mead had the effect of Mead developing unorthodox anthropological perspectives (Sheehy, 1976).

Levinson (1978) defines a mentor as one who is a teacher, a sponsor, a host or guide, an exemplar, and a counselor. Mentoring is defined as guiding, teaching, sponsoring, and taking a personal interest in someone; it is a relationship entered into formally or informally wherein the usually older, experienced person offers skills and learning to another person who is desirous of those skills and learnings for personal and professional development.

It is people who know how to care, who can become mentors and transmit the art of caring along with the sharing of skills and knowledge.

Mentoring is being used increasingly in business, industrial, and educational environments (Collins & Scott, 1978; Erickson & Pitner, 1980). Recently, there has been evidence of formalizing the mentoring relationship. Phillip-Jones (1982) reported that the federal government has been developing formalized mentoring programs during the past five years, e.g., the Federal Executive Development Program, the Internal Revenue Service, and the Presidential Management Intern Program. In the private sector, she cited examples like Jewel Companies, American Telephone and Telegraph's Bell Laboratories, and Merrill Lynch and Company. In stating that private support groups and professional associations are also formalizing mentoring programs, she identified the work of the California Women in Government and the Association for Counselor Education and Supervision.

Mentoring relationships have traditionally developed leaders in organizational systems. By extending the use of mentoring for more individuals, we can be more responsive to each other in our professional development. In this sense not only can emerging professionals learn from experienced professionals, but experienced professionals can learn new skills and knowledge from younger professionals. The overall effect of such a mentoring program is that the profession as a whole has a greater impact on those whom we serve and thus we make bigger waves in improving the hu-

man condition.

It is because we care about others that we are in the helping profession. It is because we care about each other as colleagues that we are willing to share our skills and knowledge. It is people who know how to care, who can become mentors and transmit the art of caring along with the sharing of skills and knowledge. When the art of caring is integrated into the mentoring process, the protege develops into a more fully functioning person with personal skills transferable to a wider range of career pursuits.

Levinson (1978) stated that the mentoring relationship is one of the most developmentally important relationships a person can have in early adulthood. While the mentor serves several functions, Levinson believes that above all the mentor supports and facilitates "the realization of the Dream." If, in the helping professions, we can become mentors to one another and assist and support one another in the realization of our "Dream," then we truly model what we say we do. In a discussion of role models, Shapiro and Haseltine (1978) indicate that mentoring is the most intense and complex relationship and the greatest opportunity for assistance in career mobility.

If, in the helping professions, we can become mentors to one another and assist and support one another in the realization of our "Dream," then we truly model what we say we do.

While mentoring can have a lasting effect on our lives and friendships, it is also a technique or tool that we can use for our own career development and improved success in the lives of others. As changes occur in our environments, it is important for us to learn new skills and talents. Mentoring holds much promise for the development of potential. Finding a mentor who possesses the caring and knowledge we need is a viable way of continuous development in our careers. More recently, the positive effects of mentoring have been responsible for mentoring programs in colleges, universities, and secondary schools. Elements of the mentoring process can be helpful in achieving success

in school. More will be said in this regard later.

The Mentor Profile

Bova and Phillips (1984) in the *Journal of Teacher Education* synthesized a variety of qualities of a mentor into a 10-point profile which characterizes a mentor as:

1. One of relatively high organizational status who by mutual consent takes an active interest in the career development of another person (Sheehy, 1976).
2. A guide who supports the person's dream and helps put it into effect in the world (Woodlands Group, 1980).
3. One defined not in terms of the formal role, but in terms of the character of the relationship and the function it serves. A mentor's primary function is to be a transitional figure. One who fosters the younger person's development, a mixture of parent and peer (Levinson, 1978).
4. A non-parental career role model who actively provides guidance, support and opportunities for the protege. The function of a mentor consists of role model, consultant/advisor and sponsor (Sheehy, 1976).
5. One who personalizes the modeling influences for the protege by a direct involvement not necessarily implied by a role model. Thus, in addition to being a role model, the mentor acts as a guide, as tutor or coach, and a confidant (Bolton, 1980).
6. One who possesses sincere generosity, compassion and concern. They listen in the best Rogerian sense, displaying feelings as well as ideas (Woodlands Group, 1980).
7. One who is receptive to looking objectively at accomplishments and giving encouragement, and also running interference for proteges being groomed for higher level jobs (Thompson, 1976).
8. A mentor may act as a host and guide welcoming the initiate into a new occupational and social world and acquainting the protege with its values, customs, resources and cast of characters (Levinson, 1978).
9. A mentor is a person who shares "the dream"—not necessarily a consciously formulated career goal but rather a cherished perception of self (ego ideal) (Misserian, 1982).

10. Mentors are influential people who significantly help proteges reach major life goals. They have the power—through who or what they know—to promote welfare, training or career (Phillips-Jones, 1982).

The term role model is one which emerges consistently in the literature of mentoring. It seems plausible that having role models and mentors satisfies personal development needs that are based in social learning theory and cognitive development theory. Borman and Colson (1984) stated, "Although much has been written about the importance and effectiveness of modeling and mentoring relationships, there have not been systematic studies (except of preschool children) to prove the effectiveness of these relationships." What is needed in the literature are systematic studies that demonstrate the effects of having role models or mentors.

The term role model is one which emerges consistently in the literature of mentoring.

Albeit that there is no conclusive research that mentoring is effective, there is evidence in the literature (Levinson, 1978; Phillips-Jones, 1982; Misserian, 1982; and Kram, 1984) that numerous people have benefited from mentoring relationships. The literature on mentoring is biased in favor of the phenomenon. Sheehy (1976) indicated that all the studies on normal adult development agree that having a mentor has positive impact.

Mentoring in Educational Settings

While the most numerous articles on mentoring in the literature are written from a business perspective (i.e., mentoring as it enhances career development in business) articles on mentoring in educational settings are increasing. It is interesting that earlier the concepts of mentoring were applied more to adults and recently there is a pronounced interest in mentoring activities with students from elementary through college levels. In this section, articles from the literature on mentoring in educational settings will be highlighted.

While the emphasis of mentoring in business is on promoting career development, the emphasis in education is on learning experiences in addition to preparing individuals for a career. The mentor, as the older and wiser person, guides the student and/or emerging professional in the development of intellect and preparation for career. Phillips-Jones (1982) wrote about the mentor-protege relationship in which the mentor shares less widely known information with the protege as the protege seeks preparation to teach in academic settings and involvement in professional organizations.

Erkut and Mockros (1984) researched sex-related patterns in the modeling-mentoring relationships between college students and their professors. Their results showed many more similarities between men and women than differences. The most important similarity was that men and women received equally little career-oriented mentoring from their professors. The mentoring that did take place was oriented toward the academic and personal growth of students in which there was also no sex difference. More specifically, female students neither gravitated toward nor avoided female role models. They chose female faculty as models to the extent that women were on campus. Men, on the other hand, avoided female role models. They preferred high status, powerful male models who could promote their educational or career goals. Women, especially those who chose female role models, looked for the information that it was possible to combine a rewarding professional and family life.

Gehrke and Kay (1984) pointed out that both potential mentors and proteges must desire to enter the relationship; they must respect and trust each other; and their relationship must be informal, interactive, and enduring.

In a sample of 300 teachers from 12 schools (three high schools, three middle schools, and six elementary schools) in a large suburban school district in the

western states, Gehrke and Kay (1984) found that teachers did have relationships that fit the mentor-protege description and that they occurred during the training and induction periods of teaching. The teachers' descriptions of the mentor-protege relationships were strikingly similar to those in business and management, though they seemed to be more likely to continue, or if ended, they ended without bad feelings. From their review of the literature, Gehrke and Kay (1984) pointed out that both potential mentors and proteges must desire to enter the relationship; they must respect and trust each other; and their relationship must be informal, interactive, and enduring.

In another educational setting, the office of Career Planning at Wheaton College in Massachusetts arranged a mentor program in the summer of 1979 by matching 50 juniors with professional women in the greater Boston/Providence area (Lynch, 1980). The program continued through the fall and spring semesters. Mentors shared information about work and life style, and 76% of the students reported being pleased with the information and support that their mentors provided.

The engineering faculty at West Virginia University established a formal mentoring system in 1981 linking sophomore engineering students with seniors (Smith, Chase, & Byrd, 1986). Since its inception, 300 seniors and 300 sophomores have taken part. Both have reported that interactions generally had a positive effect on their academic and professional development. This program provides the sophomores (proteges) with needed guidance and the seniors (mentors) with the structure needed to learn and teach interpersonal and management skills.

The University of Nebraska-Lincoln has a student Development Mentoring-Transcript Project wherein educators in the Office of Student Affairs and Teachers College act as student development mentors for undergraduate students (Baack et al., 1981). A career counseling workshop for Black women in a predominantly white co-educational university (Obleton, 1984) features the model-mentor process in a half-day workshop emphasizing career development, stress maintenance, and health improvement. Evaluations were enthusiastic and favorable.

A number of studies have been done in reference to women administrators in higher education and public schools. Moore and Sangaria (1979) reported that 89 of 180 (less than half) women administrators sampled in Pennsylvania's colleges and universities acknowledged that a mentor was important to them in their professional development. In another study (Hepner

& Faaborg, 1979) reported that 90 female administrators at the University of Cincinnati did not have mentors in their own lives. Thus, we see that while having mentors is viewed positively, many individuals have not had them and apparently achieved well on their own. In a study of 273 female administrators and professional support women in nonteaching positions in the Dallas Independent School District, Vanzant (1980) found no significant relationships between mentoring, achievement motivation, sex-role acceptance, education, or age of respondents.

the research is not conclusive that mentoring is effective, though there appears to be a favorable bias in the direction of mentoring.

To summarize, the research that has been done on mentoring can be best characterized as broad range as opposed to definite related categories. Further, the research is not conclusive that mentoring is effective, though there appears to be a favorable bias in the direction of mentoring. Most studies imply that since mentoring is a generally favorable concept, the resultant efforts are positive.

If mentoring programs are to continue, and judging by the current trend, they probably will for sometime, then it is helpful to examine strategies that have been used successfully. Noller (1982) has written a "how to" book on effective mentoring which includes the following 12 strategies for effective mentoring:

1. Encourage the protege to have a positive attitude, to approach life and goals with enthusiasm, and to be accepting of self and others.
2. Encourage a person to examine his/her own belief system and ideals in order to form personal values and goals.
3. Encourage a person to be open-minded to other peoples' ideas and to new ideas.
4. The interpersonal communication between mentor and protege should be typified by sharing, caring, and empathizing.

5. Encourage the protege to be creative in the problem-solving process.
6. Encourage the protege to develop effective communication skills.
7. Encourage a person to be an independent thinker and value discovery.
8. Encourage a person to know individual strengths and uniqueness and to build upon them.
9. Assist a person in developing a healthy level of self-confidence.
10. Highlight the sense of awareness in the protege and stress that the individual be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
11. Encourage a person to be a risk-taker and to be an active participant, not a spectator.
12. Emphasize and model with the protege the importance of being flexible and adaptable in attitudes and actions and visualizing situations and persons from different perspectives. Certainly these suggestions are well taken and can form guidelines for a person desiring to be an effective mentor.

Conclusion

It is obvious as one examines the literature in mentoring that while the original concept of mentoring is that of a mutually agreeable relationship sustained over time and intended to further the educational and professional development of the protege, the trend in practice has been a proliferation of the original concept. Many varieties and spin-offs of the classical mentoring concept can be found, and indeed have proved to be beneficial. One can be creative and discover unique ways in which aspects of the mentoring process can be useful in a variety of environments. Therein lies our challenge. Whenever what we do is motivated by how we can help other individuals realize more of their potential, we become the facilitators in the realization of their dreams, and they are enabled to live happier, healthier, more productive lives.

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Mentoring Teachers for Staff Development: California's Approach

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With the onset of the new fiscal year, California begins a fifth year implementing the Mentor Teacher Program. An unfunded state master teacher program in the late seventies and early eighties, the program gained political and programmatic prominence in 1983 when the state Legislature funded it as a staff development and career opportunity resource for classroom teachers. Although a state-funded initiative, the program is substantively local, with teachers and administrators in the 900 participating districts and county offices able to make the crucial decisions about how the program will be organized, implemented and evaluated.

the legislative intent was to break down the traditional walls of isolation among teachers and have them work together as colleagues on common instructional issues—essentially, to assist one another in order to promote student learning, school improvement, and enhanced professional status.

This essential feature is in many ways its sword of Damocles and is both the program's greatest feature as well as its greatest potential for weakness. On the one hand, because change occurs first at the individual level, it is an essential "good" that the program provides resources for individual teachers to work individually with other teachers. At the same time, because the program is implemented with such broad

local discretion, it has the potential to become simply another funding source, particularly in an era of tight resources. It is thus the argument of this article that now is a critical time to clarify locally how the program will be implemented. Such clarification can provide opportunity to make the program consistent with the legislated desire to increase teacher effectiveness through collegial interaction on instructional issues while giving interested teachers opportunities for advanced assignments. Some examples are provided of how this is being done in several California districts.

What Was Legislatively Intended?

Like much legislative intent language, the purpose of the Mentor program in E.C. 44490 was decidedly both vague and ambitious:

to encourage teachers currently employed in the public school system to continue to pursue excellence within their profession, to provide incentives to teachers of demonstrated ability and expertise to remain in the public school system, and to restore the teaching profession to its position of primary importance within the structure of the state educational system.

To accomplish these goals, mentor functions were described as follows:

1. The primary function of a mentor teacher shall be to provide assistance and guidance to new teachers. A mentor may also provide assistance and guidance to more experienced teachers.
2. Mentor teachers may provide staff development for teachers and may develop special curriculum.
3. A mentor teacher shall not participate in the evaluation of teachers (California Education Code, 1983).

Thus, the legislative intent was to break down the traditional walls of isolation among teachers and have them work together as colleagues on common instructional issues—essentially, to assist one another in order to promote student learning, school improvement, and enhanced professional status.

What Was Locally Implemented?

The legislation and fiscal authorization passed the end of July, 1983. Education agencies at all levels then began hurried implementation, in anticipation of the onset of funding in January, 1984. State application requirements were (and are) kept to the legal minimum. Districts interested in participating in the program file an application with the State Department of Education, which requires only a governing board resolution and fiscal compliance statement from the district superintendent. Pending the district's decision to participate, the terms of the design, program goals, selection procedures, expectations for Mentor work, training, and evaluation are locally negotiated. Final designation of mentors is made by the local school board from a list of teacher-nominated candidates. Mentors serve one to three year terms (although regulations encourage that they be renominated to continue serving), and receive \$4000 annually over and above their regular salary. Districts receive \$2000 per mentor to support the costs of selection, training, materials and release time for mentors and other teachers to work together.

After four years, the primary description one can give to program implementation is "diverse."

Has It Made a Difference?

We don't know yet. After four years, the primary description one can give to program implementation is "diverse." There has been little systematic data collected on the program over time. With the exception of the first year, the Legislature has committed

no state resources to description and analysis of the program. This early research conducted by the Department (1984), as well as work by the California Taxpayers' Association (1985) and Far West Laboratory (1984, 1985) documented multiple patterns of local implementation.

Only two consistencies about mentor assignments emerged from this early analysis. Initial mentor work was defined as a "project" bid in the teacher's application and typically focused on curriculum development. As noted elsewhere (Little, 1984, Wagner, 1985, Bird, 1986), this was not surprising for several reasons:

1. The time line for getting initial program funding was short which minimized the opportunity for reflective local discussion on program contents;
2. Using a "project" approach minimizes the need to make distinctions among individuals, as distinctions can be made on the basis of proposed project outcomes; and
3. Working on curriculum development, which can occur in relative isolation, reduces the complexity of defining a new role for teachers, particularly one which violates the historic norm of egalitarianism within the occupation.

Improving curriculum, particularly in a project mode, is an important, reoccurring part of teaching. We want teachers to have access to curriculum materials developed by experts, especially other teachers, in order to make the contents of schooling both rich and alive for students. At the same time, such a strategy does not take care of the parallel need for growth in instructional practice through focused staff development with other teachers.

More recent research on statewide Mentor program implementation will be available when the state Staff Development Policy Study (Far West Lab/PACE) findings are available in late fall, 1987. However, perception data from those who work most closely with the program, and a changing political and economic climate for education suggest that this is a crucial time for Mentor program refinement.

Why Is This a Critical Juncture for the Mentor Program?

According to those who work with mentors, the program has evolved; mentors 'are' working more interactively with other teachers. Even early teacher surveys on the program documented general approval for "the right of individual mentor teachers to assert

their knowledge on matters related to the classroom. In some ways, this is surprising, as the expanded professional roles introduced by the initiative constitute a radical departure from historical precedent in the teaching occupation" (Little, 1985).

Nevertheless, many mentors were, and continue to be, isolated in schools where their work is not aligned with other improvement initiatives, where other teachers are unclear about what mentors do, and where there is little organizational support for the position. Some mentors are engaged in administrative or technical duties, rather than working with other teachers. Other mentors receive no introduction to the role, and have no participation in decision-making about how "the other cost allowance"—support funds—will be used.

many mentors were, and continue to be, isolated in schools where their work is not aligned with other improvement initiatives

Based on her work with more than 2000 mentor teachers and mentor supervisors, Karen Olsen, notes: "Most mentor teacher programs have changed in significant ways during the years since the legislation was enacted. However, the program is not empowering teachers and changing the working and learning environment as it could. To do so would require us to redirect our efforts toward more powerful and reflective ends" (Olsen, 1987).

She goes on to outline what this might include:

1. defining mentor assignments to ensure expanded work opportunities for teachers, including an ongoing one to one relationship with other teachers which is based upon the tenets of effective staff development, and supported by school and district administrators.
2. conceiving district mentor programs within a broader context which knits together other programs having common purposes without supplanting them.

Each of these descriptors captures an important perspective already taken by some districts:

- In Elk Grove, California, former mentor teachers are being encouraged to apply for district-supported teacher consultant positions. Like mentor teachers, teacher consultants work 60% of the time as regular classroom teachers and use the other 40% of the time working as site facilitators of various school improvement strategies, including curriculum development linked with teacher training, and classroom coaching.
- In Burbank, every new teacher is assigned to work with a mentor teacher. Before school begins, mentors and new teachers meet in groups to discuss problems common to the beginning teacher. During the school year, the individual mentor is available to observe, or be observed by, the new teacher, and to provide coaching support. Several high school mentor teachers who had served on the district K-12 science committee for textbook adoption, organized and conducted hands-on physical and earth science training for district elementary teachers—many of whom have limited backgrounds in laboratory science.
- In Los Angeles, mentor teachers are working with new teachers and with teacher trainees—those entering the system through district training, rather than professional preparation programs. In research on the program, J. Shulman reports that mentors assist new and inexperienced teachers in one on one and small group settings, plan and lead site staff development sessions, share knowledge of new curriculum materials and explain district goals and instructional programs to parents and other community members. Several trainees have reported that the mentor teacher made an "important difference in my decision to stay in teaching" (Shulman, 1986).

While these are just examples, they point up the kind of work which is needed to make the program successful. In each case, mentor teachers are working interactively with other teachers, rather than in isolation. And, in each case, teachers and administrators in the district have coordinated implementation of the program with other school and district improvement initiatives. How important are these system level conditions to facilitate mentor work?

Why Teacher Interaction and Program Articulation Are Important to Mentor

Program Implementation

1. Interaction among teachers is central to individual and organizational growth.

Change is an individual experience. The good teacher knows about and can do things this year that she or he couldn't do last year (Hunter, 1986). In their now historic research on transfer of training, Joyce and Showers (1980) demonstrated that teacher incorporation of new instructional strategies learned in structured staff development increases significantly when coaching occurs. It is thus critical that teachers not only be exposed to substantive, well-organized and delivered training, but that they also have an opportunity to practice what has been learned individually and in groups and receive assistance during periods of creative foundering—before new practices become part of their personal instructional repertoire. For this to occur, teachers need time, training, and resources to observe instruction, talk about and practice teaching strategies, and receive advice and assistance on how to maximize the use of new content and pedagogical techniques.

Collegial interaction is one hallmark of a profession. Evidence from other occupations (medicine, law, architecture) suggests that as each of these occupations became more professional, interaction among colleagues increased. Further, it is through interaction with others that we learn the norms of the occupation. As pointed out by Phil Schlechty, programs aimed at bringing people into a profession differ substantially from programs intended simply to develop technical knowledge and skills. It is not enough that the individual simply know the research on teaching or have the technical skill to use effective practices. An essential part of teaching, learned through interaction with others, is identification with the norms of practice and ability to make the endless judgment calls that teaching requires—when to use what strategy with which individuals (Schlechty, 1987).

Opportunity for interaction among teachers is thus critical. On the one hand, it maximizes the likelihood of an individual teacher incorporating new learning into his/her teaching repertoire. At the same time, it engages teachers in reflective discussion about their work—developing new knowledge, new occupational norms; in short, becoming more professional. And here we make the conjectural leap—that through becoming more of a profession, teaching will achieve a greater societal status and the third goal of the mentor program will be met—that expert individual teachers

will elect to stay in the occupation.

2. School improvement is a holistic process; as long term facilitators of change, mentors need to be part of various improvement efforts, without losing the "Mentor program" identity.

The district examples cited above focus on what the Mentor program can do, including how the program can, for example, relate to and support a stronger elementary science curriculum. However, the two initiatives are not synonymous. All mentors need not work in elementary science; rather, those most appropriate for the task should expand and extend the work of the science curriculum specialists.

This may seem obvious, but in the current fiscal climate, we need to anticipate the long-term effects of reduced fiscal resources on program development. As funding for one activity diminishes, well-intentioned staff have been known to seek other resources to offset program cuts in order to continue business as usual. Thus, we want to make sure that the Mentor program retains and builds upon its purposes, and doesn't become simply a "funding source."

Why should this be a problem? A recent Harris poll indicates that while the public is willing to support public education, there is a growing perception that education has received enough of the public dollar. Further, Bud Hodgkinson describes the implications of the rapid demographic shift to a "Majority minority and low-income" population within the public schools.

We need to see the educational system from the perspective of the people who move through it. By the year 2020, most of the Baby Boom will be retired, its retirement income provided by the much smaller age groups that follow it. For example, in 1950, 17 workers paid the benefits of each retiree. By 1992, only three workers will provide the funds for each retiree and one of the three workers will be minority. The rapid increase in minorities among the youth population is here to stay. Thus, we need to make a major commitment as educators to see that all our students have the opportunity to perform academically at a high level. To do so will be to the direct benefit of all Americans as a new generation of people become a part of our social fabric. Their numbers are now so large that if they do not succeed, all of us will have diminished futures (Hodgkinson, 1985).

One consequence of this shift in demographics may be a shift in voter willingness to tax ourselves for educational purposes. As the number of white students of voting parents in the public school declines, there is

a corollary increase in the number of low-income minority students whose parents rarely vote (Walters, 1986).

Apart from the reasons, the loss of revenue from some sources may serve as an incentive for districts to redirect mentor program funds to activities which were historically district funded, with the potential for the Mentor program to fade into the background. For instance,

- In one district, curriculum resource specialists have been eliminated. Given the new high school graduation requirements and textbook adoption cycle, all mentor applicants are now required to develop curriculum as their primary role responsibility.
- In another district, the entire staff development program was eliminated because "the mentor teachers can take care of it." The Mentor program 'is' the staff development program at this point and all mentor duties are defined by the annual staff development "focus"—assertive discipline, mainstreaming, etc.—to the exclusion of other activities.
- Another district with a growing number of limited-English students needing remedial assistance, plans to relocate all of the mentor teachers to teach the proficiency classes in the basic skills with the help of bilingual aides.

The content of what mentors in these districts are doing is not "wrong." Remedial instruction and curriculum development are important functions. Further, districts can maximize the effectiveness of their mentor program by giving priority to special need services. However, while mentors should work in these programs, the Mentor Program should not become synonymous with other initiatives. Rather, the mentor is there to expand and extend the effectiveness of other teachers and this will likely involve supporting other work of the district.

In Conejo Unified, six of the district's mentors worked last year on a school board priority—the teaching of writing. Out of the general fund, the district hired three half-time teachers to co-teach with the elementary grade mentors and provided reduced teaching loads for the secondary teachers to allow the mentors to conduct demonstration lessons, provide training, and give other teachers feedback on their writing instruction. (At the same time, other mentors worked on individual and district identified activities.) Both teachers and administrators have responded well to

the writing program and the district hopes to fund a parallel effort in mathematics, the year of the new state adoption.

Creativity is thus a central clue to Mentor program development. Re-examining district practices, not assuming that the program is "in place" or that the state will monitor compliance, should help avoid or correct abuses or atrophy of the program. For its part, the state's approach to program refinement is through legislative initiatives and technical assistance.

even under the best of circumstances, legislation can only set out conditions and opportunities for effective practice to occur.

In an effort to reduce the likelihood of mentors working in isolation on curriculum development or low pay-off trainings, pending legislation (SB 1677/AB 2619) would narrow mentor duties to:

the promotion of systematic improvements in instructional methodologies and the teaching of the district curriculum to pupils with diverse needs and abilities, by working closely with teaching residents (first year teachers) probationary teachers, and teaching colleagues, with a primary emphasis on training, consultation and classroom coaching. A mentor teacher may perform staff development and curriculum duties as necessary to implement this primary function (SB 1677, 1987).

However, even under the best of circumstances, legislation can only set out conditions and opportunities for effective practice to occur. Thus, Department technical assistance approaches with district and county staff is intended to facilitate the sharing of various approaches to mentor role definitions and support and encourage districts to link the program with other initiatives without using the funding source to replace other resources.

Regional Teacher Education and Computer Centers, charged with providing subject-specific staff development and helping school staffs plan and imple-

ment staff development, are helping mentors to become better trainers of other teachers. Through regional trainings and networking conferences, Mentor Program coordinators are encouraged to train mentors for their subject-specific staff development roles, yet build individual and organizational capacity for flexibility in defining those new roles.

But, the locus of creative implementation—where the difference can be made—is at the local level, in schools and districts where mentors need to be provided with organizational settings in which to effectively engage in their work with other teachers. This is particularly important at this juncture; with the Mentor Program operational for more than five years and 90% of the districts participating, one might assume system-level institutionalization of effective mentor practices.

This is not the case; participation in numbers does not equal effective implementation practice. Unless school and district administrators work with teachers to provide the working conditions and professional settings where teachers can interact, and creatively link the program to other initiatives, funding resources may be diluted or drained for other purposes.

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Wisconsin's Program for Mentoring Teachers

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Widespread public concern exists regarding the nature and quality of schooling received by pupils in the public schools. It is a fact that classroom teachers are the single most important contributors to the education of students. Responses to the public concern often focus on improving the quality of teaching in the classroom. Recently, national reports have recommended dramatic changes in the way we attract, train and retain competent teachers. Higher beginning salaries, loan forgiveness, stiffer entrance requirements and more demanding undergraduate programs are among the recommendations for change in many of the national reports. These recommendations primarily address the needs of a pre-service teacher education program. However, several reports further recommend that an entry-year assistance program be designed to assist the first-year teacher in making a successful transition from training to employment.

The Task Force recommended that all first-year teachers should participate in a one-year induction program under the auspices of the Department of Public Instruction and involving personnel from the local school district and an institution of higher education.

In response to this recommendation, numerous state departments of education are starting to concentrate on the beginning teacher. Increasingly, attention is being directed toward the specific needs of new teachers through state-mandated induction programs, e.g., California, Florida, Georgia, Oklahoma

and South Carolina.

In Wisconsin, the State Superintendent of Public Instruction initiated a state review of teaching by appointing a Task Force on Teaching and Teacher Education. This effort was one of the first in the nation to recognize these concerns, and the work of this group lead the way in determining a resolution to the problems of teaching. The following statement is included in their Final Report (1984): "If our nation is at risk...it is because we have failed to pay attention to the important role education plays in shaping the social, economic and political underpinnings of American life, and because we have not given sufficient recognition to the key role that teachers play in the educational process."

Believing that schools can be improved and also believing that such improvement would be keenly related to a careful examination of the teaching role, one of the Task Force recommendations was for an Entry-year Assistance Program. The Task Force recommended that all first-year teachers should participate in a one-year induction program under the auspices of the Department of Public Instruction and involving personnel from the local school district and an institution of higher education. Induction models, funded through the Teaching Incentives Pilot Program, have been piloted throughout the state. These pilot programs have substantiated the need for an assistance program for first-year teachers and a carefully planned instruction program to best satisfy this need.

It was decided by the Task Force that several models of induction, as well as a performance assessment instrument, be piloted and evaluated prior to adoption at a state-wide level. There are five models being piloted at this time. The models are as follows:

1. **University-centered Induction Model.** This model was developed and is directed by a university in the UWS System. It requires that a three-credit course be taken by the first-year teacher and the mentor. There is a weekly written report, monthly seminars, and close supervision of the first-year teacher by a university supervisor.

This is a highly structured program developed exclusively by the university.

2. **Residency Model.** This is also a model developed and directed by the university. In this model, a first-year teacher assumes a lighter teaching load and receives about 2/3 the salary of a regular first-year teacher. The first-year teacher carries 12 graduate credits and is assigned a mentor teacher. There are monthly seminars held in the local district and districts are given a great deal of leeway in planning the seminars and administering the program.
3. **District-centered Model.** This is an induction program developed exclusively by an advisory council in a local district. Teachers, administrators, school board members and community members have developed the model. It includes a mentor assigned to a first-year teacher, monthly seminars, informal social gatherings and an end-of-the-year evaluation by the building administrator. College credit is not attached to this program and there is minimal university involvement.
4. **University/District Cooperative Plan.** In this model a university and local district have cooperatively developed the model. The university faculty serve as consultants for the mentors and first-year teachers. As in the district model, there is no college credit involved. Although the university was involved in the planning, they are not the administrators of the program.
5. **Consortium Model (Regional Staff Development Center).** This model, although located on a university campus, is administered by a consortium of districts. Four liaison master teachers are granted leave from their districts to work in the Regional Staff Development Center on the UW-Parkside campus. One of these liaison teachers is assigned primary responsibility for assisting teachers. Each beginning teacher is paired with the building mentor and a cooperating building supervisor. Mentees attend seminars at the center but are not required to enroll in graduate classes. The university is in a supportive role in this model.

Although Wisconsin is piloting five induction models, there are guidelines that apply to all five models. These guidelines are the basis for the proposed state-wide induction program. Program components

include, but are not limited to the following:

A. Definition

A mentor is a good teacher who primarily provides assistance to pre-service students and/or beginning teachers, with possible input to the assessment process. The mentor role is not anticipated to be a permanent position.

B. Characteristics of a Mentor

A mentor should be a good teacher who:

1. has demonstrated exemplary performance for a minimum of three years;
2. demonstrates the ability to communicate well with others.
3. demonstrates a commitment to professional growth both in self and in other teachers;
4. has the respect of his/her colleagues;
5. is willing to train for the mentor role;
6. is recognized as being skilled in interpersonal relationships;
7. is recognized for his/her professional expertise (i.e., classroom management skills, instructional techniques, etc.)

C. Selection of Mentors

The selection process should:

1. include voluntary participation by teachers;
2. follow established procedures in the local school district;
3. include involvement of teachers in the selection process;
4. consider only those teachers who meet the characteristics (as outlined above) for mentors.

D. Responsibilities/Job Description for Mentors

The mentor will:

1. be allocated appropriate released time for fulfilling mentoring responsibilities, with a minimum of one-half time spent in his/her own classroom (the released time should be in common with the released time provided for the beginning teacher);

2. observe, confer with, and provide advice to the pre-service students and/or beginning teachers regarding their interactions with students;
3. in cooperation with the building principal, provide orientation at the beginning of the year to the classroom/building assignment, school district and community (preferably on extended contract);
4. facilitate communication between the pre-service student and/or beginning teacher, building administrator and the university.

E. Training Workshop for Mentors

A 2 1/2 day workshop for the mentor which may include the following topics:

1. problems of first-year teachers;
2. supervision and staff development;
3. facilitating learning for adults;
4. performance assessment.

F. Program

Program components may include the following:

1. beginning year orientation;
2. monthly topical seminars based on a needs assessment; these topics may include
 - time management;
 - classroom management;
 - evaluation of students' achievement;
 - teaching strategies;
 - communication with students, parents and colleagues;
 - clerical/recordkeeping schedule;
 - special education identification.
3. regular meetings of the mentor and mentee;
4. performance assessment by the building level administrator. (Performance assessment instruments are currently being piloted by the Teaching Incentives Pilot Program; a final recommendation will take place during the year of planning).

Currently, the Department of Public Instruction is conducting a vigorous evaluation of the five models of induction and will make final recommendations at the end of the 1987-88 school year. Anyone wishing more detailed information on the models should contact Kathryn Lind, Project Director, 608/266-1788.

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One Mentorship Program for Teachers in Illinois

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The mentorship program for teachers in School District #300 at Dundee, Illinois, began as a component of the district's pilot career compensation program which was itself an externally funded special program and part of the educational reform movement in Illinois. The career compensation program operated from March, 1986, until July, 1987, and was intended to enhance teacher growth and professional effectiveness and thereby contribute to increased student achievement. Participation in the career compensation program was voluntary and attracted about one-half of the district's 550 certified teachers. The program was comprised of two career paths: Path I, extended contracts and Path II, teacher performance. Both of these 'paths' operated at two levels. The mentorship program described here was the second level of Path II. The first level of Path II involved peer evaluated and selected teachers who served as classroom demonstration site teachers for their colleagues.

Sixteen teachers were screened and selected from volunteers to serve as mentors for seventy teachers who were screened and selected as teacher mentees. This formal mentorship effort extended over the second half of the 1986-87 school year and included extensive training of the mentor group and limited training of the mentee group. The teachers involved were from all levels and subject areas of this K-12 district which serves a community in the Chicago metropolitan area. For a complete description of the School District #300 Career Compensation Program, see articles by Harkins, Bigelow, Harvard and Vollertsen in the February, 1987, issue of *Thresholds*:

Description of the Mentorship Program

The primary purpose of the mentorship program for teachers was for teachers serving as mentors to assist their peers operating as mentees by functioning as:

1. **Facilitator:** The mentor assists teachers new to the district or in their 1-2 years of teaching.
2. **Model-Coach:** The mentor assists teachers with 2-7 years of teaching experience. Empha-

sis is placed on the process of teaching.

3. **Collegial Resource Link:** The mentor works with teachers of 7 or more years experience in a definite or specific content or field.
4. **Advisor:** The mentor assists and guides professional staff members who have experienced a recent change in assignment or role.

With concern for quality, selection criteria, procedures, application forms and activity schedules were developed in the fall of 1986. Through district-wide announcements, teachers were encouraged to volunteer for the roles of mentor or mentee. When their applications were returned, the mentor and mentee were matched by areas of interest, grade level, teaching area, and building. Those with no appropriate match were informed of the situation and asked to work with a mentor from the available pool. In total, 70 teacher mentees were matched with 16 teacher mentors.

The mentorship described here operated from December of 1986 until June of 1987. It can be examined by a review of seven steps which characterized its development and implementation.

Step 1- In House Teacher Overview

The District #300 Mentorship Program was officially opened to any certified teacher in the district in March of 1987. Prior to this time, a core of Peer Observers and Peer Observer Alternates served as mentors in order to initiate the program. Mentees were selected in January to work with an initial core of mentors. Other mentors and mentees were selected in March of 1987. non-tenured teachers could be mentored. Through outlined materials and/or a pre-established training session, mentors and mentees were provided with the skills and knowledge necessary to become successful mentors and mentees. As part of their job description, both mentors and mentees met regularly to share experiences, establish dialogue, and share concerns. Out-of-district consultants with extensive skill and background in educational mentor-

ship programs were utilized to work with both mentors and mentees. The initial criteria for the start-up phase for the mentor and mentee selection was as follows:

Mentors

1. Be a Peer Observer
2. Be a Peer Observer Alternate
3. Be a successful Demonstration Site
4. Apply
5. Complete an application
6. Screening
7. Training
8. Final Selection

Mentees

1. Willingness to participate and work with mentors
2. Apply
3. Complete an application
4. Screening
5. Training
6. Final Selection

The criteria for the selection of mentors and mentees was established by the District Planning Committee of the District #300 Career Compensation Program. All criteria were equally weighted.

Each group had a formal orientation and training session prior to beginning their roles. Existing materials and articles were provided to each mentor and mentee in order to assist in readiness and to create an entry level of awareness prior to training and workshop sessions. During the mentor and mentee training, the project evaluator used the necessary instruments to gather data and then formulated a minimum competency level for final acceptance as a mentor and mentee. The project director, teacher coordinator, and District Planning Committee also assisted with this process. Satisfactory performance by the mentors and mentees during the workshop training sessions as well as other criteria determined their final appointment.

During the period that the mentors and mentees were actively working, the project director, teacher coordinator, and building principals supervised aspects of the program to insure that the goals and objectives were met.

Step 2 - Communications Brochure

In order to communicate the mentorship program to all teachers in the district, the mentorship brochure was developed. This brochure posed significant questions about the program and then provided clear answers. A review of these key questions is vital to an understanding of the Mentorship Program.

Q. What is mentorship?

A. Mentorship is a voluntary association among teachers. The process stresses facilitation, model-coaching, resource linking, and advising. Emphasis is also placed on a collegial relationship structured to assist teachers with their career, professional growth, communication, and human relations. The mentorship association takes place during a specified professional work period.

Q. What is mentoring?

A. A process whereby educators purposefully assist their colleagues in gaining career success.

Q. Who can participate as mentors?

A: Any certified teacher who enters the Career Path II at Level I, as a peer observer, alternate observer, or who meets other existing qualifications.

Q. Who can participate as mentees?

A: Any certified teacher in District #300.

Q: What levels of mentorship exist?

A. There are 4 levels:

1. Facilitator
2. Model-coach
3. Resource Link
4. Advisor

Q. How are mentor teachers selected for one of the 4 levels of mentorship?

A. By application, screening, successful completion of training, and demonstrated competency.

Q. How are mentor and mentee teams established?

A. Through a process based on years of experience, self-selection, and guided by the District 300 Mentor/Mentee Identification Inventory.

Q. Will mentors/mentees receive appropriate training?

A. Yes, mentors/mentees will successfully complete professional training.

Q. What are the goals of the Mentorship Program?

A. For teachers to:

1. grow as educators
2. advance their careers
3. promote regular collegial sharing and understanding

Q. Will the mentors/mentees be compensated?

A. Yes. A stipend of \$800.00 for mentors and \$400.00 for mentees will be provided for the successful completion of the mentor/mentee job description and completion of one semester of work. Those mentors/mentees working only one quarter will be compensated \$400.00 — \$200.00.

Q. What is a mentor facilitator?

A. Mentors who assist new or second year teachers.

Q. What is a mentor model-coach?

A. Mentors who assist teachers of 2-7 years teaching experience.

Q. What is a mentor resource link?

A. Mentors who work with teachers of 7 or more years of experience.

Q. What is a mentor advisor?

A. Mentors who assist and guide professional staff members who have experienced a recent change in assignment.

Q. How many mentors will be selected?

A. During the 1986-87 school year, there will be 15 mentors selected.

Q. How many mentees will be selected?

A. During the 1986-87 school year, there will be 70 mentees.

Q. When will the Mentorship Program officially begin in District #300?

A. December, 1986.

Q. How are mentors selected?

A. By meeting existing criteria and qualifications.

Q. What are the existing criteria and qualifications?

A.

1. Successful Demonstration Site. Teacher-Career Path II Level I
2. Application and Screening
3. Experience as a Peer Observer
4. Designated alternate Peer Observer
5. Other existing qualifications as determined by the Career Compensation Program District Planning Committee

Step 3 - Developing Purpose of Mentoring

With the help of outside consultants, the District #300 mentors established 7 major purposes of their mentoring plan. They are:

1. Collegial sharing
2. Assisting teacher, co-worker, colleague
3. Advising
4. Planning, systematic assistance
5. Providing resource links
6. Increasing teaching skills
7. Encouraging professional growth

Step 4 - Development of Ways Mentors Can Assist Mentees

The teacher mentors developed, through extensive training, 11 major ways they could assist their mentees. This, then, became the model of effective mentor/mentee assistance.

The major support of 'helping' areas are:

1. Listen
2. Facilitate Improvement of Learning Situations
3. Provide Advice
4. Assist

5. Share
6. Collaborative Problem Solving
7. Model Effective Teaching Behaviors
8. Conduct Training
9. Assist with Induction
10. Provide and Locate Resources
11. Promote Growth

Step 5 – Development of Mentor/Mentee Job Descriptions and Contracts

The project director, along with the teacher coordinator and project evaluator developed mentor and mentee job descriptions and contracts. These documents were important for the teacher participants and included the following:

Job Description – Mentors

I. Positions:

Mentors to work as facilitators, model coaches, collegial resource links, advisors.

II. Duties and Responsibilities:

1. Mentors will be allocated appropriate released time for fulfilling mentorship.
2. Confer with project director and teacher coordinator as needed.
3. Assist with communications concerning the program with teachers.
4. Participate in all mentorship training sessions, follow-up session activities identified and scheduled, and meet standards of performance required of a mentor.
5. Serve as a spokesperson for the Career Compensation Program in their respective building and within the district.
6. Assist the project director and teacher coordinator in providing introductory and follow-up informational sessions for faculty members in their respective buildings.
7. Assist in refining the program.

8. Assist teachers in comprehending the scope, purpose, and goals of the project.
9. Communicate with the respective building administration concerning the progress of the program.
10. Attend all scheduled mentorship meetings.
11. Perform other related program duties as assigned by the project director and Teacher Coordinator including dissemination, evaluation, and reporting activities.
12. Adhere to standards expected of professionals.
13. Provide relevant data as requested by the Career Compensation Program Office and staff.

Job Description – Mentees

I. Positions:

Mentee to work with assigned mentor.

II. Duties and Responsibilities:

1. Mentees will be allocated appropriate released time for fulfilling designated responsibilities.
2. Confer with project director and teacher coordinator and assigned mentor as needed.
3. Assist with communications concerning the program with teachers.
4. Participate in all mentee training sessions, follow-up session activities identified and scheduled, and meet standards of performance required of mentee.
5. Attend regularly all scheduled meetings as designated by project director, teacher coordinator, and assigned mentor.
6. Perform other related program and mentee duties as assigned by the project director and teacher coordinator including dissemination, evaluation, and reporting.
7. Adhere to standards expected of professionals.
8. Provide relevant data as requested by the Career Compensation Office and staff.

Special 'mentor contracts' were developed and used to formalize the mentorship and to provide some of the conditions of the teacher's appointment as a mentor.

Step 6 - Accountability

A steering committee of mentors met on a regular basis with the project director to develop an Accountability Plan for the entire mentorship program. The plan that was developed became known as IMP (Initial Mentoring Plan). The plan included the following components:

1. An IMP (Initial Mentoring Plan) will be developed by all Mentor/Mentee groups and submitted to the Career Compensation Program Office. A developed plan included the following:
 - A mentee group target - a narrative statement of the goal for the group.
 - A list of potential group activities in which the group may participate while in the process of achieving the stated goal.
 - Group Contact Time Schedule - a tentative time schedule for group meetings (minimum - 2 hours/month).
2. Mentor/mentee Contact Record - to be filled out by mentor after each contact with mentee (i.e., phone calls, written communications, technical support).
3. Mentee journal - to record own personal growth and provide reflections on services provided (useful in evaluation program at the end) to be shared only at discretion of the mentee.
4. Meeting agenda to be developed by mentor in advance of each meeting. Mentees may provide items in advance by contacting mentor.
5. Mentor/mentee Classroom Visits - to promote understanding and information (minimum - visit to each other's classroom).
6. Open Meeting - one meeting interested visitors may attend.
7. Evaluation - by group, a 3 to 5 page summary of what was done and how the goal or goals were achieved.
8. Dissemination - mentors/mentees may be requested to be involved in a dissemination activity

as developed by the Project Director, teacher coordinator, or steering committee.

9. Fiscal Matters - any activity requiring additional moneys must be approved by the career Compensation Project Director prior to any expenditure.

10. Concluding Activity:

- Certificate of participation
- Recognition dinner

Step 7 - Evaluation

An independent project evaluator was employed to conduct a thorough evaluation of this mentorship as part of the Career Compensation Program within which it functioned. At the time of this writing, a judgment of the mentorship's ultimate impact would be premature; however, the results of formative evaluation efforts indicate that the mentorship functioned effectively. In addition to observations and interviews with participants, the evaluator sent an opinionnaire to all mentors and mentees in the program. An examination of Tables I and II which conclude this article will show the reader the extent to which both mentors and mentees perceived the mentorship to be valued and to be effective. They liked the mentorship, though it was working well and felt that it was meeting their needs. For an analysis of the differences in perceptions between these mentors and mentees, see the article by Kaul and Ellis which appears elsewhere in this issue of *Thresholds*.

Summary and Conclusions

The teachers who participated in this one-half year formal mentorship in a K-12 Illinois school district found the support and nurturing needed by helpers of their peers and colleagues whom they served in the formal mentor-mentee relationship. The model developed and implemented was judged by teachers, administrators, consultants and an independent evaluator to have merit, to be working well and to hold much promise for increasing the professionalization of teaching.

Due to the uncertainty of external funding at the time this article is being written, the future of the mentorship in School District #300 is unclear. Even without financial support from outside the district, the mentorship is expected to continue in some form. This will be a measure of its worth.

TABLE 1
 Career Path II Mentor Teachers'
 Summative Evaluation Report
 N=16

Item	Response No.	%	Item	Response No.	%
Rating of the preparation which the Career Compensation Program provided for the mentorship role			Rating the planning for the Career Compensation Program mentorship effort		
extremely adequate	3	18.8	extremely adequate	3	18.8
adequate	6	37.5	adequate	9	56.3
less than adequate	7	43.8	less than adequate	4	25.0
Rating of the mentor/mentee match made by the Career Compensation Program			Was there sufficient time for the Career Compensation Program mentorship effort to realize its potential		
extremely appropriate	5	31.3	yes	2	12.5
appropriate	11	68.8	no	10	62.5
inappropriate	0	0.0	not sure	4	25.0
Rating of role performance of persons in the Career Compensation Program mentorship effort			Number of formal sessions held with associates in the Career Compensation mentorship effort		
extremely adequate	7	43.8	none	0	0.0
adequate	9	56.3	from 1-4	2	12.5
less than adequate	0	0.0	from 5-8	8	50.0
			from 9-12	3	18.8
			more than 12	3	18.8
Category in which Career Compensation Program mentorship experience functioned			Possess knowledge of teacher behavior being changed importantly and positively as a result of that teacher's participation in the Career Compensation Program mentorship effort		
facilitator	1	6.3	yes	13	81.3
model coach	1	6.3	no	3	18.8
collegial resource link	4	25.0			
advisor	6	37.5	Possess knowledge of student behavior being changed importantly and positively as a result of their teacher's participation in the Career Compensation Program mentorship effort		
combination of above	4	25.0	yes	5	31.3
none of the above	0	0.0	no	11	68.8
Rating of the success of the Career Compensation Program mentorship for teachers			Consider their participation in the Career Compensation Program mentorship effort to have contributed to their needs		
extremely successful	4	25.0	yes	13	100.0
successful	12	75.0	no	0	0.0
less than successful	0	0.0			
a failure	0	0.0			
Would elect to serve again in similar mentorship effort					
yes	13	81.3			
no	0	0.0			
not sure	3	18.8			

TABLE 2
Career Path II Mentee Teachers'
Summative Evaluation Report
N=60

Item	Response No.	%	Item	Response No.	%
Rating the preparation which the Career Compensation Program provided for the mentee role			Rating the planning for the Career Compensation Program mentorship effort		
extremely adequate	21		extremely adequate	25	41.7
adequate	26		adequate	32	53.5
less than adequate	3		less than adequate	3	5.0
Rating of the mentor/mentee match made by the Career Compensation Program			Was there sufficient time for the Career Compensation Program mentorship effort to realize its potential		
extremely appropriate	38		yes	28	47.5
appropriate	18		no	22	37.3
inappropriate	4		not sure	9	15.3
Rating of role performance of person in the Career Compensation Program mentorship effort			Number of formal sessions held with associates in the Career Compensation Program mentorship effort		
extremely adequate	49		none	1	1.7
adequate	10		from 1-4	15	25.0
less than adequate	1		from 5-8	33	55.0
			from 9-12	9	15.0
			more than 12	1	1.7
Category in which Career Compensation Program mentorship experience functioned			Possess knowledge of teacher behavior being changed importantly and positively as a result of that teacher's participation in the Career Compensation Program mentorship effort		
facilitator	5	9.1	yes	48	80.0
model coach	1	1.8	no	12	20.0
collegial resource link	10	18.2			
advisor	3	5.5	Possess knowledge of student behavior being changed importantly and positively as a result of their teacher's participation in the Career Compensation Program mentorship effort		
combination of above	27	48.0	yes	29	50.0
none of the above	9	16.4	no	29	50.0
Rating of the success of the Career Compensation Program mentorship for teachers			Consider their participation in the Career Compensation Program mentorship effort to have contributed to their needs		
extremely successful	24	40.0	yes	60	100.0
successful	32	53.3	no	0	0.0
less than successful	4	6.7			
a failure	0	0.0			
Would elect to serve again in similar mentorship effort					
yes	56	93.3			
no	0	0.0			
not sure	4	6.7			

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THRESHOLDS IN
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North Carolina's Program for Preparing Mentor Teachers

Donn Dieter

The foundations of the North Carolina Program for Mentoring Teachers were laid in 1978 with the initiation of the Quality Assurance Program (QAP). Although concerns for improving teacher effectiveness had been ongoing over a period of years (NCS-DPI, 1968) (Dieter, 1973, 1974), the QAP specifically caused revisions in admission and exit criteria, requirements for general and professional education, laboratory and field experiences, and certification procedures. Inherent in the QAP is a comprehensive assessment system, based on demonstrated performance of academic and professional skills required for effective professional practice (NCS DPI, 1985a). Components of this program have been formalized into the North Carolina Effective Teaching Training Program (NCS DPI, 1985b), the North Carolina Performance Appraisal Training Program (NCS DPI, 1985-86), and the North Carolina Mentor/Support Team Training Program (1986a). Features of these and related training programs were described in the February, 1987 issue of *Thresholds in Education* (Dieter & Floyd, 1987).

Because of the necessity for the relationship between the mentor and mentee to be positive and productive, training of mentors focuses on those human relations skills which facilitate communications in the helping relationship and which enable the mentee to respond cooperatively and not submissively.

Under QAP, an Initial Certification Program (NCS-DPI, 1985a) was established so that instead of receiving

a five year renewable certificate, the beginning teacher is issued a two year, non-renewable, *Initial Certificate*. During the first two years of employment, the employing school unit provides mentor/support team persons whose role is to assess the performance of initially certified personnel according to a set of state adopted standards (NCS DPI, 1986b), to facilitate the development and refinement of the essential practices and skills required of an effective teacher and for recommending the initially certified teacher for the renewable, continuing, certificate.

Because the employing unit is required to provide this mentor/support group (NCS DPI, 1985a) to assist, counsel, and evaluate each beginning teacher, much care is given in selecting persons for this role. Because of the necessity for the relationship between the mentor and mentee to be positive and productive, training of mentors focuses on those human relations skills which facilitate communications in the helping relationship and which enable the mentee to respond cooperatively and not submissively. The desired result is that the relationship ends amicably with the mentee becoming a competent and independent professional person. The topics included in the twenty-four hour Mentor/Support Team Training Workshop include:

- **Establishing Roles and Relationships.** This session provides an overview of the workshop format and content and presents the roles and responsibilities needed for establishing and maintaining a productive mentor/mentee relationship. Activities include a review of research related to the needs of these persons and discussions on how this research applies to case study situations. Competencies necessary for a helping relationship are considered along with various helping styles. Participants build on their personal experiences, assess their own helping skills and practice these in role-play situations.
- **Communications.** In this session, the need for good communication techniques is stressed and a model for effective communication in a confer-

ence setting is presented. Participants practice classifying observational and judgmental statements in feedback situations. Skills are developed in making clarifying statements, in summarizing statements and in reflecting feelings and content. Blocks to effective communication are identified. A videotaped episode is analyzed and participants practice these skills with worksheet and role play situations.

- **The Adult Learner.** This session introduces a theory of adult conceptual development and considers the behaviors that make working with adults either easy or difficult. Research on adult conceptual development is applied to educational practitioners. Two videotapes and their related case studies are used to help participants recognize the various stages of adult development and apply principles of the "degree of structure" necessary for each situation.

- **Technical Assistance.** These sessions introduce participants to a skills-based "cycle of assistance" and identifies the skills needed by mentors to help in instructional improvement. The basic features of a pre-observation conference are presented on videotape and participants practice these in role play situations. A variety of data collection strategies are practiced and participants get experience in analyzing the data gained.

These learnings are extended as participants create strategies to address the instructional deficiencies identified. Steps of a post-conference are presented by videotape and participants practice what they have learned in small group settings.

- **Summary Simulation.** In this final session, participants practice simulating the entire cycle of assistance process. This includes the planning of a pre-conference, development of a data collection instrument, observation of a videotaped episode, analysis of the data collected, development of a prescription for a post-conference, and the listing of strategies for implementing these procedures.

In summary, before any beginning teacher can become fully certified in North Carolina, a two-year period of initial teaching is required. During that period, a mentor/support team is provided to facilitate professional growth and satisfactory performance according to a set of state adopted standards. Mentor and support team persons are carefully selected

and trained for their roles in a twenty-four hour series of workshop experiences. Teachers who successfully complete the two-year experience receive a continuing renewable certificate.

Dr. Donn Dieter has been associated with the North Carolina Department of Public Instruction in various capacities including lead responsibilities for the development of performance standards and criteria for evaluating various education job roles and the development and field-testing of the North Carolina Career Ladder Plan since 1970. He now serves as a private consultant to local schools.

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Critical Considerations for Developing and Implementing A School District's Mentorship Program for Its Teachers

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A mentorship program for teachers was developed, implemented and evaluated during the school year 1986-87 as part of the Career Compensation Program in School District #300 at Dundee, Illinois. For a description of that program, see an article by Harkins which appears elsewhere in this issue of *Thresholds*.

Nine major considerations which were found to be critical in developing and implementing that program are described. These considerations appear in outline form and may be useful as guides for those wishing to establish a mentorship program for teachers.

1.0 Definition of Mentorship

Mentorship is a process whereby highly competent professional educators assist and work with peers on an ongoing basis in a variety of settings covering a number of educational topics. Emphasis is placed on professionals:

- Growing as educators;
- Advancing careers;
- Promoting regular collegial sharing and understanding.

1.1 Identification of Mentor Categories.

Community Unit School District 300 has identified four major categories in which mentors will work. These are:

- Facilitators;
- Model Coaches;
- Collegial Resource Links;
- Advisors.

1.2 Definitions of the Community Unit School District 300 Categorical Mentors.

- Facilitators - Mentors who work with and assist new first or second year teachers in adapting to school environments, induction into the system, curriculum, and instructional support.
- Model Coaches - Mentors who assist teachers of 2-7 years teaching experience as well as experienced teachers. These mentors will also assist experienced teachers in the refinement, acquisition, and improvement of new teaching talents, teaching skills, strategies, and methodologies.
- Collegial Resource Links - Mentors who work with teachers of 7 or more years of experience in a definite or specific content or field area within the curriculum who will share or link together on a regular basis the following: teaching strategies, resources, ideas, curriculum, and educational materials that will directly improve the teaching/learning situation.
- Advisors - Mentors who assist and guide professional staff members who have experienced a recent change in assignment/role.

1.3 Mentorships - Category Time Period

- Each mentor will hold his/her mentorship for one year starting in January, 1987 and, based on funding, continued to January, 1988.
- New mentors - Those identified in March, 1987 continue until March of 1988; those identified in June, 1987 continue to June 30, 1988.

2.0 Duties and Responsibilities of Mentors

2.1 Facilitator:

1. Work with new teachers on:

- District School Policy
- Procedures (Attendance)
- Grading Plan
- Building Resources
- Community Awareness
- Parent Communication (PTA, Open House, Failure Notices, Telephone Contacts)
- Teacher Survival (Skills, Learning the Ropes)

2. Induction

- The Annual Plan
- Topical Discussion
- Classroom Environment
- Lesson Plans
- Time Management
- Evaluations
- Collaborative Problem Solving
- Observations
- Teaching Techniques/TESA
- Special Needs Students
- Student Supervision

3. Share Curriculum

- Scope and Sequence
- Curriculum Guides
- Outcome Statements
- Goal Setting
- Textbooks
- Course Content
- Teacher Support Manuals
- Grades
- Mini-workshops

- Some Modeling
- Observations

2.2 Model Coach

- Gain trust and build a relationships of mutual respect with members.
- Serve as a teaching model—assist in arranging observations of Career Path I Observation Sites or the Mentors own classes.
- Visit mentors classroom to observe and assist and offer suggestions.
- Co-teach classes (team teaching).
- Develop creative approaches to teaching.
- Assist in the management of instructional time.
- Assist mentee with student behavior and management techniques.
- Help develop professional growth cooperatively.
- Serve as classroom lab and demonstration site for a particular method/strategies/project/activity.
- Work with teachers in the area of student supervision.
- Collaborate in problem solving.
- Interpret research for mentees in a systematic manner.

2.3 *Collegial Resource Links* – Mentor working with fellow teacher associates who have over 7 years teaching experience.

Mentor works with associates in:

- Textbook selection
- Holding periodic content seminars on special topics
- Providing mentee inservice
- Developing local articulation for mentee
- Arranging resource visits to outside secondary school, etc.
- Arranging visits with colleges—Northern Illinois University—feedback from former students

- Curriculum revision
- Developing outcome course objectives
- Interpreting research in a systematic manner
- Recommendation to principal as a sounding board
- Developing complete department exams
- Team teaching
- Special projects
- Special classroom demonstrations and lab experiences

2.4 Advisor

- Mentor advisor provides a regular scheduled session to orient these professionals to the existing curriculum, textbooks, resources, district policy, and educational materials
- Collaborate in problem solving
- Holds periodic meetings to discuss topical issues developed by mentees—schedule
- Reviews lesson plans
- Student expectations and evaluation plans
- Interprets research in a systematic manner
- Arranges observations with other mentees, and their mentors
- Observation Site—has special active demonstrations related to teaching methods
- Provides in-service on special populations

3.0 Qualifications

3.1 Facilitator

- Is well regarded, competent professional who serve as counselor, teacher, media specialist, etc.
- Has ability to work with groups
- Enters the academy as experienced teacher—demonstration site, as peer observer or peer observer alternate

- Has ability to effectively organize
- Must have five years of successful teaching experience
- Should work within his/her own grade level or subject area. Mentor may or many not be assigned to own building. Building assignment should be based on the number and location of mentees.
- Exhibits quality of respect, the ability to communicate, and to develop interest in continual professional growth with peers

3.2 Model Coach

- Same as 1.1 except:
- Has background in peer observation
- Has minimum of eight years of professional education experience

3.3 Collegial Resource Links

- Same as 1.1 except:
- Has expertise in a specific discipline, field, or content area
- Has ability to provide cooperative group leadership
- Has minimum of eight years experience

3.4 Advisor

- Same as above
- Has eight years teaching experience

4.0 Mentor Selection Process

4.1 By Friday, November 7, 1986, the existing peer observers and peer observer alternates will notify the Career Compensation Program of their intentions to become a mentor; participate in mentorship training and agree to become mentors and work with three to five teachers for one year starting in January, 1987. Compensation for Peer Observer - \$800.00 Compensation for Peer Observer Alternate - \$800.00

4.2 Complete an application

4.3 Interview with existing mentors (Committee, Committee of 3 Mentors, 1 Principal).

Rated by the Career Compensation Program Mentorship Rating Scale as well as participation in one or more five minute simulations.

4.4 Be screened by Peer Observers through observation instrument 1-2-3 observations.

5.0 Mentee's Duties and Responsibilities

- Be familiar with Mentor Handbook
- Agree to participate in the mentoring program as outlined
- Attend one orientation and one training session
- Participate continually in all planned or scheduled sessions with your mentor
- Maintain a log in which you record your observations as a mentee
- Jointly develop with your mentor a Mentee Target Growth Plan (MGP or MTP)

6.0 Mentee Selection Process

- Application process
- Screening of application
- Specifics of mentor category applying indicated
- Mentee acceptance will be matched with mentors through the mentee/mentor development procedure
- Mentors will attend the mentee orientation and training session
- After these sessions mentor and mentee selection sign-up and matching will take place

7.0 Training Mentors/Mentees

Training will be tailored to the District 300 Mentorship Program as outlined. A total of six days will be allocated for both Mentor/Mentee training.

8.0 Evaluation

An independent project evaluator will develop, design, and implement an evaluation plan with appropriate instruments. Assistance in devising the instrument

for the selection process will be generated with the help of the project director.

9.0 Timeline

The following is an example of a sequence of events which served as a guide and structure to implement the program.

- Development of mentorship planning program
- Review of plan by the planning committee
- Refinement of plan
- Preparation of mentorship handbook and all forms
- Review of mentorship program with peer observers
- Peer observers and alternate peer observers will make decision to participate or not
- Peer observers and alternate peer observers will notify career compensation program if they want to participate as mentors
- Two sessions or equal training for mentors
- All applications released for mentees
- All applications due
- Screening application
- Announcement of selected 60 mentees
- Mentor/mentee training session
- Mentors/mentees begin mentorship program
- Summative evaluation of the program

The nine considerations presented in this article are the results of practice guided by theory.

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A Teacher's Perceptions and Opinions about the Dundee Mentorship Program

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To determine my perceptions of the Dundee Career Compensation Mentorship Program, I needed to find an outside definition of a mentor and of mentoring, and then reflect on how what I have experienced throughout my career in education has matched that concept. One dictionary definition of mentor is 'a wise and trusted adviser.' A synonym for mentor is a 'sponsor.' Mentorship, according to *The Mentor Connection* by Michael G. Zey, is a management style that may benefit everyone—the mentor, the protege, and the organization. Mentoring, according to the Dundee Program, is a process whereby educators purposefully assist their colleagues in gaining career success.

During most of my professional career in education, I have not been consciously aware of being involved in mentoring relationships; however, as I reflect on how I got to be where I am today, teaching in the area I teach, and setting the goals for my future in the profession, I become consciously aware of wise and trusted advisers—people who, by chance and through interaction, have influenced the decisions that have advanced my professional growth in education. Perhaps if a mentoring process had been purposefully implemented in the educational system fifteen years ago, I wouldn't have floundered after my fifth year of teaching and started to moon-light in sales and begin a MBA program.

I realize now, that following this period of questioning my educational career goals, and of being a recipient of the mentoring process myself, I became, also by chance, a mentor to a mother of three. She was my first aide in a behavior disorder classroom setting. Since this time, she has gone back to college while still aiding in classrooms, and has now completed her B.A. in special education. She has also become a close and trusted friend as well as a professional colleague. Her dedication to effective teaching and student growth and development has helped her become an outstanding educator despite her rank as a first year teacher.

I am convinced that the mentoring relationship can exist and be very beneficial. However, can it be *purposefully planned* and be just as rewarding and honest? Will the money aspect of the mentorship program in Dundee make it less genuine? Will it survive without money? How does one successfully match a mentor with a mentee? Can one mentor meet the needs of a group of mentees?

Unlike many peer coaching, or mentoring relationship programs, the Dundee program has fallen into a group-approach process—probably to make the program accessible to as many people as possible. This concept of group mentoring is exciting and yet challenging for a district that has not thoroughly experienced or inserviced its teachers or administrators in group dynamics. Although staff development requests are structured and proposed at the building level now, most faculty meetings are directed by the principal with a listen-react-respond format. Only by volunteering for an ad hoc work group does a person experience a group-involved problem solving situation.

Despite our lack of expertise in group dynamics, the mentoring program feedback from most participants seemed overwhelmingly positive. During this first round of participation, mentees requested certain mentors and the mentors tried to accommodate those requests.

My experience as a mentor from March through May, 1987, was successful in that my group of five mentees accomplished what it planned to do. The teaching experience range of my group was from two to seventeen years. My job involved scheduling observation visits for the five teachers for the purpose of observing excellent teachers interacting with students. A 'spin-off' from this part of the program plan was an ego-boost for each of the mentees. One of the more experienced mentees verbalized, "I really feel good about my teaching after observing the best. I do many of the same things, and some things I do maybe even better!"

Each of the mentees brought to our group a concern about the teaching-management-organization of classrooms. A common concern was how to develop more positive communication and cooperation between teacher-parent, teacher-student, and/or student-student. My own interest in cooperative learning styles helped the group focus on this new format for problem solving. By unconsciously making the development of cooperative learning styles our group goal, each of our individual, specific goals seemed to be addressed as well. By the end of the three months each of the five mentees and the mentor had formulated a plan of action for solving problems or enhancing lessons that was specific to her teaching situation. With more time to implement these plans, I feel the group could have continued to be a support system for improved educational practice.

Despite the fact that I feel elated to have been involved in this mentoring experience, which seems to have benefited the six of us involved, I can't help but feel somewhat thankful to 'fate' or 'luck'! What did I do? What did they do? What did we do to make this encounter successful? What behaviors should a mentor practice to ensure that the group does focus on a group goal and in so doing also satisfy each individual's goal?

Continuing to read about group interactions and reflecting on what took place for me and the mentees in the mentoring relationship, I would account for our success because, first of all, we practiced good listening and communicating skills. There was a tremendous amount of reflective critical thinking shared in the group on what had been experienced and witnessed during observation site visits. Secondly, the group willingly worked together and trusted each other. I, for one, was not a superior, but a peer. Thirdly, the group worked rapidly to come to consensus. Fourth, the group was open to newness, creativity, and problem solving. Lastly, I felt fortunate that it all clicked this time for me and my five colleagues.

I want very much to continue to experience the mentoring relationship that I encountered for three months in the Dundee Mentoring Program. To ensure that I and other mentors-mentees continue to encounter success, whether compensated for our efforts or not, I will continue to study *Joining Together: Group Theory and Group Skills* by David and Frank Johnson. If, as a district, we are going to purposefully set up mentoring groups, we need to have trained mentors skilled in structuring these work groups and facilitating their growth.

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From Mentee to Mentor: A Teacher's Perceptions

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All of us who have gone through the educational system have most likely participated in a mentoring kind of relationship somewhere along the line. These are teacher-student relationships which we remember fondly. There were those teachers from elementary school through college who seemed to feel it was important their students learned what they had to teach. But more importantly, they clearly cared about whether or not their students learned what they were teaching. Those teachers were encouraging when we felt uncertain, supportive when we felt defeated, and challenged us to do more than we would have expected of ourselves. They went beyond teaching just the fundamentals—they offered a personal interest in our growth as human beings and helped us feel good about ourselves.

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Fortunately, my education has included several teachers with qualities consistent with those of an effective mentor. As my training in speech-language pathology progressed, I began my student teaching. It was a very positive experience. The supervising teacher was well equipped for helping a student teacher—for serving as a mentor. She was competent as a speech-language pathologist as well as an effective member of the educational team at the building level. On a personal level, she was encouraging and supportive while offering constructive suggestions for ways to facilitate my development as an educator. I

completed my student teaching feeling confident of my abilities and enthusiastic about my career choice.

After completing my graduate program I began my professional experience in education as a speech-language pathologist servicing two elementary schools. Although I had my Master's degree (which is required in the state of Illinois), I also wanted to obtain the Certificate of Clinical Competence from my professional organization—the American Speech-Language-Hearing Association. This meant that someone who already held the certificate would serve as a supervisor of my first year position. Fortunately, there was one such person within the school district in which I was employed. She, too, served as an effective mentor and competent role model. She appeared enthusiastic about her work and had a good self-image. Her appearance as well as her attitude always reflected her professional status. Lessons were well planned, organized and implemented. She made productive contributions at the building and district levels. I benefited greatly from her willingness to share her expertise in the field of speech-language pathology and her knowledge of the structure of the district—its personnel and politics.

Within three years my job responsibilities had changed from working as an itinerant speech-language pathologist, seeing students on an individual or small group basis, to servicing language-disordered students in a classroom setting and coordinating this special education program. All of my clinical and practical experiences had prepared me for a K-12 itinerant type position working solely on developing speech-language skills. Taking on a classroom situation, teaching district curriculum while facilitating speech-language development, left me feeling pretty anxious. Although I had completed the necessary college coursework, I had never planned a math lesson or a reading group or a science lesson in a "real" classroom filled with 10-13 special children who would be with me all day! Feeling somewhat panic-stricken, I approached a first grade teacher I had gotten to know personally. She taught in my building and was well-known for being

one of the most competent teachers in the district. But it was not only her professional competence that led me to ask her for help. It was the obvious ease with which she related to other teachers. She was commonly at the center of an open professional exchange with her colleagues, being as good a listener as she was a speaker. Whenever I approached her she readily gave of her time to help me learn about organizing a day in the classroom, planning lessons, filling out district forms, budgeting for classroom materials and meeting other district curriculum requirements. Her skills as a mentor helped to make that position a successful and valuable experience for me. As a result, I felt confident about my abilities and consequently actively pursued other building and district level responsibilities.

Last year my school district planned and implemented a formal mentoring program as part of the larger Career Compensation Program that was funded by the state. I was asked to participate in both its planning and implementation stages. I spent a great deal of time reflecting on the mentee/mentor relationships in my own life. What had made them so productive?

As ironic as it sounds, there is something to be said for the person that feels confident enough in himself to say, "I need help."

First of all, it was my willingness to ask for help. As ironic as it sounds, there is something to be said for the person that feels confident enough in himself to say, "I need help." There is a risk involved and a certain amount of vulnerability in reaching out to ask for help. The person may feel they are saying they are not competent or that others may perceive their request for help as an indication they are not competent. However, consider the truly incompetent or one who perceives himself/herself to be incompetent. How likely are they to ask for help? If low self-esteem is associated with their (perceived) incompetence, it is very possible that they will be less likely to request help than the person with a more positive sense of self and (perceived) competence. There are many reasons

a person who feels self-assured, personally and professionally, might ask for help. Perhaps they would like to gain strength in a certain area, or gain some skills with practical application under more expert guidance, or gain skills in a whole new area, or explore a new area of interest along with another colleague. All of my mentors have helped me address each of those areas one at a time. But first I had to ask for their help.

What I had to say was worthy of hearing, and they were very good listeners. In addition, they were effective communicators—always presenting themselves in a way which was non-threatening, non-condescending, and non-hurried.

Secondly, my mentee/mentor relationships have been productive because my mentors have been so willing to give me help. Initially, most of my mentors seemed very flattered that I asked them for help—just asking gets things off to a good start. However, more than their willingness to help was the quality of their mentoring skills. Most importantly, I believe, was their perception that the relationship was a two-way presentation. What I had to say was worthy of hearing, and *they were very good listeners*. In addition, *they were effective communicators*—always presenting themselves in a way which was non-threatening, non-condescending, and non-hurried. As with their own students, they were approachable and always had time or would make time to be with me. Each of them was also an excellent role model in their association with students, parents, other teachers, and administrators. And not until now have I realized that they have mentored me for becoming a mentor!

After the planning stage for the Career Compensation Mentoring Program was completed, we had time to implement it during the last semester of school. The most common remark from the entire group of mentors was the desire to have had more time. Due to the number of teachers who wanted to participate

as a mentee, several mentors were assigned a group (7-9) of mentees that had similar interests. From my own perspective, it would have been beneficial to have time to meet more often with mentees on an individual basis, in addition to the group sessions. Also, it would have been ideal for all mentees to be in the same building with their mentor. The proximity would also have facilitated more individual time with each mentee. More mentors would have lessened the number of mentees in each group and also increased the amount of available individual time.

Following this first formalized approach to mentoring, the majority of mentors and mentees described the program positively. While suggestions were made for improving the program, the majority of participants (mentors and mentees) felt it was a beneficial program and worthy of continuing. Some restraints and limitations will exist simply because of the necessity of assigning mentees with mentors instead of a mentee informally approaching a mentor of choice. Despite these limitations there is still an apparent appeal for educators to participate in such a program. Hopefully, as such programs mature, some of the major wrinkles will be ironed out and an avenue will exist for teachers to improve their skills through positive relationships with each other.

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A Teacher's Experience with the Mentoring Relationship

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Having dabbled in the magic of the mentoring experience during my teaching career, the aspect of filling the role of a protege sounded very intriguing. The experiences I have gained as a protege has allowed me to better formulate my ideas about improving teacher effectiveness.

Professional Mentoring Activities

When the opportunity for summer work at Fermilab, Batavia, Illinois was presented by the Corridor Partnership for Excellence in Education, I accepted a position without fully comprehending what I would be doing. The initial stages of placement included interviews with three different sections at the laboratory. The interview with the personnel of the Safety Section is especially noteworthy.

Perhaps the promotion of flexible thinking characteristics on the part of the protege can change ordinary teaching situations into mentoring relationships.

After having introduced myself to Dr. Sam Baker, he convened a meeting attended by the both of us and three of the section's physicists. Thoughts of being quizzed on topics of radiation and particle physics raced through my head. The minutes of discussion which followed greatly eased my mind. In fact, it was at this time that the mentoring relationship with Dr. Baker began. The summer of 1987 will mark my fourth year with the Safety Section at Fermilab.

Throughout the previous summers Dr. Baker has directed, encouraged, and enlightened me in career matters and related areas of physics. He had generated my trust and respect by the trust and respect he has shown to me. I have grown professionally and personally because of his interest.

The consecutive string of summer work at Fermilab ended in 1986 when I was fortunate enough to receive an appointment as a Rickover Teaching Fellow. Along with some teaching and tutoring responsibilities came the opportunity to work with a researcher in math or science in the Washington, DC area. The placement procedure was somewhat different than the approach used at Fermilab.

The application for the fellowship position included a section which covered areas of science or math in which the protege would like to work. The proteges were matched as closely as possible with researchers who were working in these areas of interest. I was assigned to work with Dr. Francis Noblesse, a naval architect at David Taylor Naval Ship Research and Development Laboratory in Carderock, Maryland. I spent three weeks reviewing an analytical solution to a standard problem known as the method of stationary phase. Dr. Noblesse introduced me to the problem and provided the help I needed to wade through the mathematics in my review of the solution.

Factors Leading to a Successful Experience

One reason that these experiences resulted in successful mentoring relationships involved attitude. I was placed into situations where I was presented with a problem which appeared to have no easy solution. While some of these problem areas were not exactly what I had hoped to study, I kept an open mind and found that I derived great benefits by following the projects through to their completion under the guidance of the mentor. The benefits were subsequently passed along to my students when these topics were discussed during the school year. Perhaps the promo-

tion of flexible thinking characteristics on the part of the protege can change ordinary teaching situations into mentoring relationships.

Another aspect of a successful mentoring experience appears to be related to the length of time the relationship endures. The time spent in the Fermilab internship averaged about nine to ten weeks a summer. The proximity of the laboratory to my home has allowed me to maintain contact with Dr. Baker and my project work over the four-year time span. This framework provided sufficient time to understand and research a significant topic. This availability of time as well as Dr. Baker's interest must be rated as potentially important factors in the establishment of a successful mentoring experience. The Rickover internship lasted just three weeks. I felt rushed and uncomfortable with the research problem because of this time constraint.

Another aspect of a successful mentoring experience appears to be related to the length of time the relationship endures.

While it appears that there may be some minimum amount of time which might be required in order to establish a beneficial mentoring relationship, is there some maximum amount of time beyond which a relationship should not proceed? It has been mentioned that people may engage in several mentoring experiences in their careers, terminating one and beginning another when the protege has reached a certain level, exhausting what the mentor has to offer (Josefowitz, 1987).

Summary

In order to change and effect intellectual growth, people must be put into a situation where they feel uncomfortable. This change requires the time and nurturing that a mentor-protege relationship can provide. If the characteristics of successful mentoring relationships can be brought to bear on teacher-student and teacher-teacher relationships that are already being practiced (Howell, 1986), the classroom situation

might achieve the efficiency everyone hopes for.

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Mentoring for Faculty Development in Higher Education: A Woman's Perspective

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"It's a man's world" is a common phrase thought to have vanished in this era of the liberated woman, women's rights and use of non-sexist language. In many instances man's physical working world has been affected by legislative mandates such as affirmative action guidelines, but negative and condescending attitudes have remained, to some degree, unchanged (Chapman, 1985; Safrit, 1987). What is surprising is that this situation should exist not only in business but also in the realm of higher education, that bastion of academic freedom and openmindedness. Of further importance though, is how does a new female assistant professor overcome these barriers and continue her professional development in the competitive arena of higher education?

Mentoring Defined

Mentoring is a vehicle available to facilitate the professional development of the newly hired female at the assistant professor level. Mentoring is a deliberate process of one-on-one interaction; it is one person supporting another on a personal level in which there is mutual trust and respect (Cumming, 1985; Merriam, 1987). Mentoring at all levels of education is one of the key issues of the 80's.

Mentoring is a deliberate process of one-on-one interaction; it is one person supporting another on a personal level in which there is mutual trust and respect

As a planned process, mentoring is very complex because it involves people and their personalities. Mentoring has definitive phases which a mentor must recognize and with which they have to cope. Recognition of an 'initiation phase' in which contact from a new person is sought with an established faculty member, to the 'separation phase' in which the mentee continues on without the support of the mentor, requires skills of perception and observation on the part of the mentor (Kram, 1983). One cannot assume that the knowledges, skills, and attitudes associated with the process of mentoring are taught to persons in the position to be a mentor (Cumming, 1985).

A woman, who is also an educator, attempts to follow a predictable career ladder from doctoral student to assistant professor to associate professor and then full professor. Along the way there may be some stopovers which include committee leadership positions, special task forces, coordinating positions, student advising, and of course research projects and grants. There is much research on women advancing administratively (Safrit, 1987; Shakeshaft, 1986). However, there are issues and concerns which face women's professional development in higher education, particularly in such male dominated fields as physical education business, math, and the sciences. Mentoring is a means for continued professional development of the non-tenured, female assistant professor. However, research must focus on the aspect of professional development of these women as well as with those who are tenured and need to develop the skills of mentoring (Lincoln, 1986).

The Plight of the New Female Assistant Professor

One of the more critical times of mentorship for women is when they first enter the academic career ladder as a new Ph.D. at the assistant professor rank. Lincoln (1986) has described this transition from doctoral student to assistant professor as a "...leap to the

other side of the desk...which carries with it a powerful change in attitude, demeanor, and skills." This is particularly a crucial time for women who have other obstacles which may prevent them from gaining tenure or promotion (Futrell, 1985). Without the attainment of tenure or promotion there is no way women can advance through the career opportunities available in higher education.

The environment a new assistant professor faces during the first few weeks of the semester is a trying period of information overload in which the new faculty member will need to sort out the many procedures and processes of that particular institution. The new assistant professor is not likely to seek out a new mentor. Also, take into consideration that some professional fields are male dominated and there results a potential for a woman professional to feel isolated and alone (Futrell, 1985; Lincoln, 1986). Because our society is not yet comfortable with women as experts, scholars or mentors, there is a limited number of women with the ability to mentor younger faculty or in the leadership positions to do so (Lincoln, 1985; Simeone, 1987). Thus, it is critical that those women who are tenured reach out to the new female faculty member and provide support within the first few weeks of the semester (Lincoln, 1985). Don't wait until it's time for the first evaluation by the personnel committee; by then it's too late.

Who Does Mentoring and How?

Mentoring involves the interaction and reaction of two people to each other; thus, it is important that the tenured female professional is ready, willing and able to commit herself to nurturing a new generation of scholars (Lincoln, 1986). The key here is the commitment of the tenured faculty member to her profession and the absence of the 'Queen Bee' syndrome. Lincoln (1986) describes the Queen Bee as "...one who has made it to the top and refuses to help other women in their search for equal opportunities." The most crucial time in the career of an academic is the initial 5-6 years for gaining tenure. If a female faculty member is not nurtured and/or mentored, the chances for succeeding in the rites of passage from junior professor to associate level can be insurmountable.

Not every associate or full professor has mentoring skills. The nature of these skills is somewhat nebulous and are not enumerated through much of the literature. Kram (1985), has identified mentoring functions rather isolate specific skills, as either career functions or psychosocial functions. The ca-

reer functions of a mentor are those which "enhance career development and consist of sponsorship, exposure and visibility, coaching, protection and challenging assignments" (Kram, 1985). The psychosocial functions are those interpersonal aspects of a relationship which "enhances a person's competence, identity and effectiveness in a professional role" (Kram, 1985). This two-tiered structure of mentoring by functions rather than by 'skills' is a conceptually sound approach which can assist departments and individuals in establishing a pre-planned mentoring program in which the mentors are aware of their functions and of how they can effect a mentor relationship.

If a female faculty member is not nurtured and/or mentored, the chances for succeeding in the rites of passage from junior professor to associate level can be insurmountable.

Mentoring is not an easy process. It is time consuming and therefore the mentor relationship is never established between two people, for a variety of reasons. There are definite functions and roles to the mentoring process which need to be learned. All other things being equal, there is still a definite shortage of females with the skills for mentoring (Safrit, 1987).

What, then, are some ways in which tenured, women professionals in academia can particularly mentor the entering assistant professor? The suggestions which follow represent a small, selective sample of ideas which have been implemented with some success as well as some suggestions from the literature.

1. Female Department chairs, deans, provosts, and presidents should mentor those females at the associate and full professor ranks. Since this is not always a given, it is presented as a consideration for those who have 'made it' to the middle and upper levels of academia to jog them into sharing their skills and their networks.
2. Associate and full professors should be responsive to questions by first year assistant professors, and not be defensive.

3. New faculty and continuing faculty should be required to develop a research plan with specific timelines and objectives, and with periodic evaluation and updating as needed, after consultation with a department chair or personnel evaluation team.
4. Adequate released time should be allocated to new faculty in order for them to establish their research focus during the first year and to continue it during the ensuing years, if productive.
5. New faculty members should listen and observe other faculty members in a variety of settings and situations to begin the process of selecting a mentor.
6. Tenured faculty should provide samples of credentials for yearly evaluations and for merit evaluations.
7. Tenured faculty should seek out junior faculty to ascertain any common or potential research interests.
8. New faculty should ask questions whenever in doubt.
9. Department personnel committees may assign a faculty member to assist the new faculty member in complying with various policies and procedures for merit forms and personnel evaluation forms.
10. Departments can initiate formal mentoring programs which implies a set of practices and experiences which are pre-planned to match newcomers with senior faculty members. This also implies that there are persons with the attitudes, skills and abilities to mentor.

Mentoring will not be positively affected by affirmative action legislation, as these guidelines will have a decreasing impact for women (Lincoln, 1985; Safrit, 1987). Thus, it is most important that women mentor and support other women if progress is to be maintained or improved upon for future generations of women scholars. Women represent a valuable and creative leadership cadre for higher education and should not be lost in the shuffle of the 'good old boys' network.

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A Study of Informal Mentoring of Teachers

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During the past several years, public education has discovered the concept of mentoring. Many states have passed, and several more have pending, legislation which would require that school districts supply beginning and probationary teachers with mentors. The rapid movement to introduce mentoring into this context presents some problems to the personnel involved in the implementation of such programs. Perhaps the most serious and confounding problem is that there is no clear conceptualization of the phenomenon of mentoring, especially as it relates to the context of classroom teachers.

Perhaps the most serious and confounding problem is that there is no clear conceptualization of the phenomenon of mentoring, especially as it relates to the context of classroom teachers.

The purpose of this study was to examine the mentor-protege relationships that occur naturally for classroom teachers in public schools, and to arrive at a description of the vital elements of such relationships. This study resulted in nine observations which describe key aspects of mentoring relationships as they are experienced by classroom teachers.

1. The mentor must be readily available to the protege.
2. The mentor must be seen as approachable and the protege must be receptive to ideas.
3. An experience differential is important.

4. Mentors play many roles in the life of their proteges.
5. Clear two-way communication is necessary.
6. The mentor's influence is long lasting.
7. Learning takes place in an andragogical mode.
8. The individual autonomy of the protege must be honored.
9. Mentoring is an empowering relationship.

Several Characteristics of Naturally Occurring Mentoring Relationships

Availability of the mentor is important. One characteristic of a successful mentoring relationship that is voiced again and again by proteges is the availability of the mentor. My mentor was "always there when needed, and I could always talk with him about anything;" "a constant resource, there all of the time;" "he was somebody there to constantly ask questions of and get advice from;" "always there to give encouragement and praise." In contrast to the "loneliness of teaching" expressed by many teachers, these mentors somehow seemed to have been able to make themselves available when their proteges needed them most. They were there to give advice, to give a hint on how to handle a teaching problem, to boost sagging spirits, or to share in some minor triumph. A key element in mentoring relationships is that the mentors must be easily available to their proteges. This availability is contrasted with the amount of time both people must invest in the relationship, and the well-known, finite amount of time available to school people.

Mentors model instructional practices. One of the most powerful mentor roles is that of model. The opportunity to observe their mentor in the act of teaching has a powerful effect on teacher-proteges. The proteges seem to view this as theory into practice, and they speak glowingly about how valuable this type of experience was to them. The reciprocal situation in which the mentor observes and critiques the teaching performance of his or her protege

almost inevitably follows, as the relationship grows in trust, and confidence builds. One protege expressed this sentiment in this way: "You don't feel threatened and afraid to show your weaknesses (when you have confidence and trust)" (Egan, 1985). This theme of reciprocal analysis of teaching performance was strong and continuous in the relationships that were studied. The impetus for these assessments was a desire on the part of the proteges to improve the effectiveness of their teaching. These beginning teachers were evaluated much more often and more thoroughly than is possible in the typical school situation. The proteges had the added benefit of being able to observe the teaching techniques of their mentors and were able to question the use of those techniques and methods. The value of these interchanges was reiterated by the subjects of the study. In the trusting environment of informal mentor-protege relationships, a very useful form of evaluation flourishes.

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Learning is of primary importance. A person who is beginning or changing careers is faced with a set of tasks to be accomplished. These tasks require a type of knowledge or skill that the individual has not yet attained. In order to solve the problems of the new position and gain the knowledge and skill required, the beginner seeks help from an experienced person.

The course of the mentoring that takes place in naturally occurring relationships strongly supports these assumptions of adult learning. With very few exceptions, proteges are problem centered in their learning strategies. In the early stages of their relationships, many proteges are looking for help with the "day to day sort of thing." On a broader basis, they are faced with certain developmental tasks, some of which are general in nature and some of which are peculiar to the profession of teaching. As their mentoring relationships evolve, they accumulate experiences upon which to build new learning. They have opportunities to observe the teaching of their mentors and to have

their own teaching observed and critiqued. Through the many discussions held between mentors and proteges, a structure is built in which new experiences can be categorized. The proteges mature at different rates, becoming less dependent upon their mentors for knowledge and support. Some of them eventually become resources for their former mentors.

One of the greatest change efforts that Tough (1982) found people undertaking was "to become more competent at certain job responsibilities." Teacher-proteges certainly fall into the category of people trying to become more competent. They also show a great deal of skill in establishing relationships in which they direct the course of the learning to fit their needs. One protege described a mentor as "someone who is there if the person (protege) wants them. Someone that is not there telling you how to do things...kind of like you (the protege) receive if you want the receiving" (Egan, 1985). One thing that Tough (1982) cautions against is 'overcontrol' on the part of the professional directing the learning experience of adults. Professional overcontrol does not appear to be an issue in naturally occurring mentoring relationships, since the proteges (sometimes after explicit encouragement by the mentors) are directing their own learning.

Mentors honor the autonomy of their proteges. Proteges in an informal mentoring relationship feel that they have the freedom to accept or decline the ideas offered or suggestions made by their mentors. They are in charge of their own learning needs.

While the mentors are willing to give of their time and expertise, the proteges are interested in learning what the mentor has to offer. But it is also evident that the advice on techniques or information is not to be accepted uncritically. One of the sentiments most often expressed by proteges (Egan, 1985) is that they "felt free to pick and choose" those techniques, those bits of wisdom, or that advice which best suited their own developing teaching philosophy and style. They feel that they are allowed to create their own style of teaching. One protege described his mentor as "...never lording or imposing; she always gave me the feeling that if I didn't want to do it that way, I was free to do it some other way" (Egan, 1987). Some proteges expressed the delicate balance between accepting everything offered by their mentor and the risk of turning their mentor way by rejecting the help being offered. Nevertheless, they felt that they always had the option of doing things their own way, but at the same time making it clear that they wanted to 'fit

in' to the ways already established in the department or at the grade level.

Mentoring is an empowering relationship. Mentoring is an enabling process through which proteges become effective educators. Mentoring relationships begin with the mentor giving and the protege receiving, whether it is knowledge, advice, skills or support. Through the mentoring process, the proteges move from a dependent to an independent status in relation to their mentors.

Levinson et al. (1978) describes this empowerment as a point at which the protege no longer sees him or herself as a novice, but the protege "gains a fuller sense of his own authority and his capability for autonomous, responsible action." Proteges variously describe the change in status as "not needing a big brother anymore," but being "more of a colleague after awhile." They feel that they go from being 'takers' to colleagues who can offer ideas and skills to the common effort.

The feeling of being a capable professional was expressed in this way by one protege. By having a mentor, he was helped to become a better teacher, and by becoming a better teacher he felt better about the profession. "...it made me like the profession a lot better because when you become more effective you just like what you're doing better" (Egan, 1985).

Mentoring is a process that appears to have great promise as a means of initiating new members into the teaching profession.

The process of empowerment for the protege has similar benefits for the mentor. The mentors themselves become empowered through the association with a new colleague with whom they have already established a solid working relationship. The mentors also improve their own skills and sharpen their own perspectives through the process of helping a beginning professional become an effective educator. Through the process of making ideas and methods explicit to another person, mentors refine their own long-used ideas. By helping a beginner, some mentors

report that they 'clarify things' in their own mind, because they have to look closely at what they are doing. As a result of this interaction, a school district gets not one, but two more effective teachers.

Mentoring is a process that appears to have great promise as a means of initiating new members into the teaching profession. Mentoring can be an important and useful way of providing a source of support and knowledge needed by beginning teachers. The relationships examined in this study were natural and enforced, even though great amounts of time and energy were invested by each participant. These relationships developed without official sanction or knowledge, but were efficacious and self-sustaining. The professional initiation of the teachers in this study appears to have been smoother and less frustrating than that of their peers who lacked mentors. Indeed, some proteges wondered aloud as to whether or not they would have stayed in the profession without the support and guidance of their mentors.

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A Comparison of Mentor/Mentee Perceptions of a Shared Teacher Mentorship Experience

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During the second half of the school year 1986-87, a formal mentorship program for teachers was developed and implemented in the public schools at Dundee, Illinois. (For a detailed description of this program, see articles by Harkins and Ellis, Bigelow; and Vollertsen elsewhere in this issue of *Thresholds*.) Sixteen teacher mentors and seventy teacher mentees, representing all levels and most curriculum areas in the K-12 school district volunteered and participated in the program.

The Dundee, Illinois School District Mentorship Program for Teachers was officially opened to any certified teacher in the district in March of 1987. Non-tenured teachers could be mentored. Through outlined materials and/or pre-established training sessions, mentors and mentees met regularly to share experiences, establish dialogue and share concerns. In order to insure its successful implementation, the District Planning Committee, teacher coordinator of the project, and project director oversaw the mentorship program.

Do mentors and mentees differ in their perception of experiences shared in this mentorship? It is to this question that the study reported here was addressed. The data for the study were collected from participants by questionnaire and is for the 1986-87 school year.

As used in the study reported here, perception refers to the activity of sensing, interpreting and appreciating objects and experiences, both physical and social. Sensing the world around us depends upon both physical and social stimuli which constitute the environment. The perceptions of the mentors and mentees involved in the Dundee mentorship for teachers project differed with respect to several aspects of the mentorship program in which they were involved. Their responses to a questionnaire can be seen as their attempts to develop and form meaning of their mentorship experiences. From the standpoint of perceptual psychology we know that perception is influenced by such things as the individual's self-concept, goals,

needs, values and experiences, and the organization of the perceptual field itself (Combs, 1974). When studying the perception of mentors and mentees, we need to keep in mind not only these influences on perception but also the fact that perception is ultimately selective in nature. Selective perception is often best explained in terms of the motivations and needs of the individual. The success of any mentorship program is strongly anchored within the premises of perceptual response dispositions that its participants carry with them. The following analysis of perceptions of the mentors and mentees involved in the Dundee Mentorship Program provides insight into the frames of reference within which these participants were evaluating their experiences (see Tables 1 and 2).

Results of the responses to the questionnaire appear in Table 1. These data indicate that mentors and mentees do differ significantly in their perceptions of three considerations involved in the mentor/mentee relationship. The mentors did not consider themselves as well prepared as the mentees in undertaking their roles. More than 40% of the mentors considered their preparation less than adequate as compared to 6% of the mentees who reported that their preparation had been inadequate. Each group had a formal training and orientation session prior to the beginning of their roles; however, the mentors do not believe that this was adequate for their needs.

Both mentors and mentees agreed that the mentor/mentee match that they had experienced had been appropriate, and no statistical significance of difference was found in their responses.

Significantly, different responses were given by the mentors and mentees as to how they viewed others to be performing their roles in the mentorship program. The mentees perceived others as performing their roles extremely adequately. Eighty-one percent of the mentees shared the view that others had performed their mentorship roles extremely adequately, while only 43% of the mentors believed this to be true.

The data in Table 1 also shows that mentors and

mentees differed significantly in their view of the adequacy of planning involved in the mentorship program, with the mentors believing that more planning would have been desirable.

No statistical significance of difference in the opinions of mentors and mentees was found regarding the overall success of the mentorship program. Practically all the participants agreed that the program was a success (100% of the mentors and 93% of the mentees). They also indicated that they would like to participate in the program again (81% of the mentors and 93% of the mentees). With regard to knowledge of teacher behavior being changed positively as a result of teacher's participation in the mentorship, no differences of perceptions between mentors and mentees was found. Approximately 80% of both mentors and mentees believed they had seen such change. The participants were in less agreement about their having perceived student behavior being changed positively as a result of their teachers' participation in mentorship. However, no statistically significant differences in perceptions of mentors and mentees were found with regard to such student behavior.

An important difference in mentor and mentee perception was found in the area of their need satisfaction. Over 80% of the mentors reported that they had experienced a combination of professional needs mentioned in Table 2 being satisfied. In comparison, only 55% of the mentees believed their experiences had been similarly fulfilling. Further, none of the mentors reported that they were in the program only for professional compensation, and none of the mentees perceived themselves as obtaining only professional recognition through their participation in the program. These results suggest that mentors perceive their roles to be more professionally satisfying than do mentees.

The participants in the study responded to two open-ended questions. The first one asked them to describe in one sentence what made this mentorship for teachers successful. The mentors cited such things as cooperation between mentors, the commitment of participants, and sharing of information and experiences with others who wanted to learn. The program's success was attributed also to the fact that it had provided the participants an opportunity to grow. One mentor mentioned the fact that all his mentees were in his building led to the success of the program.

In addition to the reasons cited by the mentors, the mentees also stressed such things as the capabilities of their mentors, good mentor/mentee matches, support and encouragement from peers, opportunities to

share in a give and take situation and the willingness of members to help as factors leading to the program's success. Some mentees believed that the idea of teachers helping teachers was a good one. Still others responded that the program had been successful because it allowed them to do something in their own interest for professional compensation.

The participants involved in this project were also asked, "What constrained the mentorship for teachers from being more successful than it was?" The mentors emphasized that lack of time had been their overwhelming problem and expressed a need for a longer time-frame in which they could organize their projects. Some mentors pointed out that there was no budget to bring in resource speakers and that a greater number of mentors were needed to cover more areas of interest. Of the 14 mentors who responded to this question, one mentioned that those teachers who expressed that they were in the program for professional compensation alone should be weeded out of the mentorship.

The mentees seemed to agree that lack of time had been responsible for not allowing the mentorship program to be as successful as it could have been. They also believed that, had the program been started at the beginning of the school year, they would have had more time to devote to it. Some mentees wrote about the incorrect matching of people, the slow selection and training process involved, lack of funds, and mentors not being available. Of the 60 mentees who responded to this question, only one believed that the process of selecting mentors and mentees had been an unfair one.

In conclusion, it needs to be pointed out that the results of the survey indicate unanimity of participants regarding the success of the program. However, the mentors believed that they needed increased training and planning of activities. The mentors also saw room for improvement in the ways that they perceived other participants performing their roles. In the light of the fact that the overall effectiveness of the program had been rated a success by all participants, the above mentioned perceptions of the mentors cannot be viewed as a shortcoming of the program. Instead, they are areas in which mentors would like to refine their mentorship roles.

Persons engaged in professional mentorship are individuals with responsibilities to others. From the point of view of educators and administrators involved in organizing mentorship activities, it is important that persons given the role of mentors are also given the clearest and most consistent organiza-

TABLE I

A Comparison of
Mentor and Mentee Perceptions of Considerations
of a Shared Mentorship

N = 16 Mentors
N = 60 Mentees

Consideration of the Mentorship	Mentors		Mentees		t Value
	N	%	N	%	
I consider the preparation which the CCP provided me for my mentorship role to be:					
extremely adequate	3	18.0	21	42.0	2.89**
adequate	6	37.5	26	52.0	
less than adequate	7	43.5	3	6.0	
I consider the mentor/mentee match which I experienced to be:					
extremely appropriate	5	31.0	38	63.3	1.76
appropriate	11	68.0	18	30.0	
inappropriate	-	-	4	6.7	
I consider the person(s) with whom I worked in the mentorship to have performed their role:					
extremely adequately	7	43.8	49	81.7	2.58**
adequately	9	56.3	10	16.7	
less than adequately	-	-	1	1.7	
Was the CCP mentorship for teachers planned:					
extremely adequately	3	18.8	25	41.7	2.31*
adequately	9	56.3	32	53.3	
less than adequately	4	25.0	3	5.0	
In your opinion, was the CCP mentorship for teachers:					
extremely successful	4	25.0	24	40.0	0.61
successful	12	75.0	32	53.3	
less than successful a failure	-	-	4	6.7	
If you had the opportunity to participate again in a similar mentorship effort, would you elect to do so?					
yes	13	81.0	56	93.3	1.14
no	-	-	-	-	
not sure	3	18.0	4	6.7	
Do you have any knowledge of teacher behavior being changed importantly and positively as a result of that teacher's participation in the CCP mentorship?					
yes	13	81.0	48	80.0	-0.11
no	3	18.0	12	20.0	
Do you have any knowledge of student behavior being changed importantly and positively as a result of their teacher's participation in the CCP mentorship?					
yes	5	31.3	29	49.3	1.17
no	11	68.8	29	49.3	

** Alpha significant at .01 level

* Alpha significant at .05 level

CCP = Career Compensation Program

tional support for refining their mentorship roles. It is also equally important to discover ways to make the mentorship endeavor more need satisfying and professionally fulfilling to the mentees. Further research is needed to determine how the perceptual response dispositions of those serving as mentees can be influenced so that mentees derive maximum professional satisfaction and recognition from serving in that capacity.

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