ABSTRACT
                Mentor program coordinators from school districts in
California responded to a survey pertaining to the implementation of
the California Mentor Teacher Program. Survey responses indicate that
the pace of implementation has been rapid in the first six months of
the program. Agreements have been forged among teachers,
administrators, and school boards, mentors have been selected,
assignments made, and work begun. Districts have concentrated
primarily on establishing workable selection procedures for the first
year, with correspondingly less attention paid to the limits and
possibilities of mentors' responsibilities. Short term program
implementation requirements have taken precedence over long term
issues. The survey results underscore the importance of several key
issues, all of which will be addressed in future studies. Topics
planned for further investigation include: (1) mentor selection; (2)
mentor role; (3) training and support; (4) incentives and rewards;
and (5) benefits and other program effects. (CB)

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

EXPANDED TEACHER ROLES: MENTORS AND MASTERS

Technical Report 1
A Survey of California Districts and Counties

Judith Shulman
George St. Clair
Judith Warren Little

September, 1984

2

1855 FOLSOM STREET·SAN FRANCISCO, CALIFORNIA 94103·(415) 565·3000

LIST OF TABLES AND FIGURES

TABLE OF CONTENTS

In the program's first year, actual budget appropriations supported mentorships for two percent of the teachers in participating districts; under budget projections for the 1984-85 school year, that figure is expected to reach 2.5 percent.

Interested districts began implementation of the program during the spring semester of 1984, after filing a letter of intent with the State Department of Education. To qualify for funds for the 1984-85 academic year, districts had to confirm their decision to participate by June 30, 1984. In accordance with the state guidelines, these districts drafted local guidelines, formed selection committees, accepted nominations and applications, identified qualified mentors, and made agreements about the nature and scope of mentors' work for the summer and coming school year.

By June, many districts were well underway. Some districts were still in the selection phase, and some had bogged down in negotiations with the local teachers' organization. Still others had postponed implementation, or had withdrawn from the program. The reasons that some districts proceeded, while others did not, are varied and complex. Approaches to the program are diverse; the programs themselves are threaded with new opportunities and new risks. Implementing districts are launched on what is for most a new venture, one that breaks established precedents in the teaching profession and that raises critical issues in the career of teaching.

A Cooperative Study of the Mentor Program

The Far West Laboratory for Educational Research and Development, in cooperation with the California State Department of Education, is conducting a study of district implementation of the California Mentor

2

5

EXPANDED TEACHER ROLES: MENTORS AND MASTERS
Survey of California Districts and Counties

BACKGROUND

The California Mentor Teacher Program was enacted to reward

excellent teaching and to encourage local professional development by

identifying exemplary classroom teachers as "mentors." The legislation

establishing the mentor program reads:

> The Legislature recognizes that the classroom is the center
> of teaching reward and satisfaction. However, the Legis-
> lature finds that many potentially effective teachers
> leave the teaching profession because it does not offer them
> support, recognition, assistance and career opportunities
> they need.
>
> It is the intent of the Legislature in the enactment of this
> article 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. (S.B. 813, 44490)

The legislation was approved in 1983 and took effect on January 1,

1984. Under the law, the mentor program provides a $4,000 per year

stipend for up to five percent of the teachers in each participating

district. The specific duties and responsibilities of mentors are

negotiated on a case-by-case basis within districts, but are envisioned

this way in the legislation:

> The primary function of a mentor teacher shall be to provide
> assistance and guidance to new teachers. A mentor teacher
> may also provide assistance and guidance to more experienced
> teachers.
>
> Mentor teachers may provide staff development for teachers,
> and may develop special curriculum.
>
> [But] a mentor teacher shall not participate in the
> evaluation of teachers. (S.B. 813, 44496(a))

6

Teacher Program. The study has several purposes. It is designed to inform state policy and local program development by documenting districts' experience with implementation, and by placing findings in the context of overall educational reform efforts. It is organized to promote research and development partnerships among the state department of education, major professional organizations, local school districts and a regional educational laboratory. And finally, it is intended to add to the base of knowledge upon which policy and program decisions might reasonably be made, by addressing issues related to the recruitment, preparation and retention of teachers.

Over a two-year period, this study will include two district surveys, ten mini case studies and one large-scale case study. This report summarizes progress on one component of that work, the first of two surveys of local districts and counties.

Survey of District Implementation

A survey (Attachment A) was mailed to all local districts in July, 1984. It was designed to serve three purposes:

First, the survey is a mechanism by which the Laboratory and the California State Department of Education, acting in concert, could demonstrate their interest in supporting districts' efforts to implement the state legislation. Results of the survey will be used to prepare addenda to the state's Technical Assistance Guide, and to provide an implementation update to districts, professional associations, and regional technical assistance centers.

Second, responses to the survey's open-ended questions on implementation issues and challenges will serve as one source of guidance in preparing interview and observation protocols for subsequent

3

7

case studies.

Third, the survey provides one basis on which to select future case study sites.

The district survey was prepared in consultation with staff of the California State Department of Education and the major professional organizations and associations: the California Teachers Association, the California Federation of Teachers, the Association of California School Administrators, and the California School Boards Association. Their concerns, together with our own theoretical and practical interests, shaped the survey questions.

The survey concentrates on:

1. Formal policy development, e.g., approved local guidelines governing program administration, mentor selection, uses of mentors' time;

2. Formal aspects of program implementation, including local costs, administrative arrangements, provisions for training and assistance, areas subject to formal negotiation, and reported stage of implementation;

3. Informal aspects of program implementation, including perceived concerns, challenges, satisfactions and dissatisfactions, overall orientation to the program, and areas in which the district would elect to receive assistance or would be prepared to give assistance to others;

4. Advice to the project on those questions and issues most deserving of attention in subsequent phases of the study.

The survey was mailed to all district superintendents on July 13, 1984, accompanied by a letter explaining the purpose of the survey. The letter asked that the survey be completed by the mentor program coor-

dinator and returned to the Laboratory by August 3. Reminders were mailed on August 3 to all districts that had not yet responded. Although completed surveys are still arriving, this report is based on the 398 surveys that were received by August 19.

Data collected from districts have been supplemented by demographic and other data made available by the State Department of Education. These data include: the number of certified classroom teachers per district; number of mentors per district; mentor program fund allocations per district; and type of district (elementary, high school, unified, county).

THE SURVEY SAMPLE

Of the 398 returned surveys, 280 came from districts and counties implementing the California Mentor Teacher Program. The remaining surveys came from districts and counties that are not implementing the program and that have no immediate plans for doing so. The 280 implementing districts and counties represent 42 percent of the mentor programs in California—considered a relatively high response rate for a survey of this type. Characteristics of responding districts were examined for possible sources of response bias.

Table 1 compares the set of implementing districts that responded to the survey (sample implementors), and which are the subject of this report, with the statewide set of implementing districts (statewide implementors). Across the state, districts implementing the program account for 89 percent (159,281) of the state's 178,133 teachers and 89 percent (3,594,675) of the state's 4,055,067 students. Among the largest 400 districts in the state, 342 are participating in the program. These districts represent:

- 84 percent (3,397,278) of the student enrollment in the state; and

- 83 percent (148,348) of the teachers in the ecate.

From this table it can be seen that the survey sample of implementing districts (n=280) closely resembles, in district size and type, the universe of implementing districts statewide (n=662). That is, when the proportion of districts in our sample that are implementing the mentor program are compared by size (number of certified classroom teachers) and type (county office, elementary, high school, and unified) with the districts that are implementing statewide, our sample under-

represents by about 8 percent the small, elementary school districts and over-represents by about 4 percent the large, unified school districts. Otherwise, the sample of implementing districts under investigation is fairly representative of California implementing districts as a whole.

TABLE 1

Sample of Implementing Districts Compared with Implementing Districts Statewide, by Size and Type*

DISTRICT SIZE

		Small (50 or fewer teachers)		Medium (50 to 200 teachers)		Large (More than 200 teachers)		TOTALS BY TYPE	
		Sample	State	Sample	State	Sample	State	Sample	State
D I S T R I C T T Y P E	County Offices	7 (.02)	8 (.01)	10 (.04)	16 (.02)	2 (.01)	2 (.003)	19 (.07)	26 (.04)
	Elementary	62 (.22)	195 (.30)	40 (.14)	104 (.16)	19 (.07)	44 (.07)	121 (.43)	343 (.53)
	High School	7 (.02)	21 (.03)	17 (.06)	32 (.05)	11 (.04)	24 (.04)	35 (.12)	77 (.12)
	Unified	9 (.03)	23 (.04)	32 (.11)	75 (.11)	62 (.22)	118 (.18)	103 (.36)	216 (.33)
	TOTALS BY SIZE	85 (.31)	247 (.38)	99 (.35)	227 (.34)	94 (.34)	118 (.28)	280 (100)	662 (100)

Note: Figures are approximate because of rounding.

*Cells contain numbers of districts, with table percentages in parentheses

8   12

FINDINGS

District Administrators' Orientation to the Mentor Program

As a group, district administrators who oversee the mentor program appear to have grown gradually more favorable toward the program in the year since the legislation was passed. Fifty-two percent of the respondents recalled being "very positive" about the program when they first heard about it late in 1983; fifty-six percent considered themselves very positive toward it in summer, 1984. Another 26 percent report themselves "somewhat positive" about the program. Among the comments favorable to the program were these:

> I am personally very interested in the success of this program both locally and statewide. I believe that, given the resources, teachers can help teachers most effectively.
> (Small elementary district)

> The mentor program will be beneficial to our district...glad to be a part of it.   (Small unified district)

> The mentor teacher program is one of the most useful programs to come along in years: It allows recognition and spreads expertise among staff. [It] allows specific areas of curriculum to be zeroed in on and improved at teacher level. [It] joins teachers and administration in common goals for curriculum improvement. [The] selection process was smooth and subsequent use of the MT's has been of enormous value to district as a whole, a great encouragement to the selected mentors... The mentor teacher program is a total plus and a boost to our district.   (Large elementary district)

> We all need help to implement this program—it potentially is a good one!   (Large elementary district)

> Our teachers want help and our mentor teachers are working to provide this help. We are fortunate to have a united and positive effort in our district.
> (Large unified district)

9

13

The program is _terrific_ in our district.
                                        (Large unified district)

We believe the program can be of value, both for selected
teachers and new teachers.   (Large high school district)

More skeptical responses were heard from others, particularly
from administrators in small districts, in county offices serving
special student populations, or in districts where efforts to reach
agreement at the bargaining table came to naught. Among the comments
were these:

> We are a small, rural one-school district with only three
> full-time certificated staff members. I don't feel the
> amount of the stipend offered under the CMTP is worth the
> amount of time that would be required to implement the
> program.   (Small elementary district)

> It is very difficult to implement a model [that is]
> apparently conceived as a resource to regular teachers in
> medium to large districts in a small county office serving a
> wide range of handicapped students...
>   (Small county office)

> [We] planned to implement in 1983-84, but the teachers'
> group blocked it. [They] will allow no participation
> without general salary adjustment; therefore it may never
> be implemented.   (Medium-sized unified district)

The California Mentor Teacher Program has brought to the surface
strongly held views about teachers and teaching. The legislation itself
is testimony to widespread support for greater professional opportuni-
ties and rewards for teachers; however, interested groups (teachers and
teacher organizations, administrators, school boards, legislators) have
found themselves less often and less surely in agreement about short-
term goals and methods. Not surprisingly, the program is viewed by many
as highly politicized. Some administrators complain that the costs

outweigh the benefits:

> The money spent on this program could be better spent elsewhere. There is a "political" aura over the program.
> (Small unified district)

> [T]here is great difficulty in reconciling the extra remuneration for one person and not for others who [also] provide resource services for fellow staff members. Our Governing Board turned down the program because they felt that we could lose more than we stood to gain.
> (Small elementary district)

Nonetheless, some administrators look upon the political salience of the program as a potential resource, providing participants with momentum and incentive to succeed:

> I believe one has to recognize that the mentor program has an educational rationale with political overtones... The very politics of the program puts most of the burden squarely on the shoulders of the union members who formed the majority of the selection committee and even more heavily on the mentors themselves. They have to succeed. If I were a building principal, realizing the process this district went through to select the mentors, I would welcome them with open arms.
> (Large unified district)

The views reported here are those of district administrators charged with implementing the mentor program. They cannot be said to depict accurately the views of teachers, building administrators, other district administrators, or the community at large. Still, the views held by mentor coordinators were not formed in a vacuum. It seems likely that they have been shaped by the responses to the program that coordinators have seen and heard in their districts over the past few months. In addition, these reported views may signal the degree of energy, time and imagination that mentor coordinators will devote to helping the program succeed in coming months.

Launching the Mentor Program

A priority of the survey was to determine how far districts had progressed in implementing the mentor program within the first six months of funding. To obtain this information, the survey presented a list of implementation stages beginning with "Currently planning district guidelines" and ending with "Mentors have begun their responsibilities." These stages were patterned after the state's suggested procedures for implementing the California Mentor Teacher Program (CMTP). Table 2 presents a summary of those findings.

Despite the short time frame for implementation and the need to resolve many sensitive issues with teachers, districts moved at a rapid pace to establish their mentor programs. Working against a June 30, 1984 funding deadline, many districts succeeded in securing agreements governing a new and largely unfamiliar role for teachers. At issue were: handling the new elevated status of some teachers, defining that role, determining fair selection procedures, and anticipating the effect of the mentors on other teachers, administrators, students, and the general organization of the school. Within the first six months of the program (and only three months after the final rules and regulations were distributed), mentors had already begun work in more than three-fourths of the implementing districts.

Selecting the mentors. The mentor program necessarily calls for "singling out" some teachers for recognition. The composition of the selection committee, the number of selection committees, and the selection criteria and procedures were subjects of careful deliberation in all districts (and hot debate in some). Nonetheless, about 57 percent of the district administrators who responded could point to

12   16

TABLE 2

Completed Stages of Mentor Program Implementation
as Reported by District Administrators (n = 280)*

	Implementing Districts (n = 280)	Undetermined (n = 41)
	%	%
a. Currently planning district guidelines	22.5	19.5
b. Negotiations with teachers are completed	20.0	19.5
c. Mentors have been selected	83.9	2.4
d. Mentor roles have been defined	76.4	4.9
e. A program of training mentors is planned	31.1	4.9
f. Mentor program is in operation	77.1	2.4
g. OTHER	5.4	7.3

*Percentages add to greater than 100% due to multiple responses.

aspects of their selection procedures with which they were pleased. The procedures they cited included the interview process, applications review, assessment process, in-class observations, additional selection committees to assure fairness, and the general support and enthusiasm of the faculty. Coordinators in a few of the districts made a particular point of acknowledging that they were pleased with positive collaborative efforts among teachers, administrators and the teachers' union.

Coordinators in 15 percent of the districts wrote that, given the opportunity, they would improve some of the procedures they had used. Problems they had encountered included perceived favoritism, unbalanced representation of teachers, excessive size or number of selection committees, and inadequate training and preparation of committee members for classroom observation.

Parent input. The legislative rules and regulations encouraged district governing boards to obtain input from parents and the community. Seventy-one districts (25% of the respondents) sought input from parents through public hearings and school site councils. Several of these districts also stated that parents nominated teachers for the mentor program or wrote references for applicants. In 25 districts (9%), parents participated in mentor selection procedures; 10 districts (4%) indicated that parents had participated in planning the mentor program.

Negotiations and Bargaining

In light of the history of the teaching profession, which has prided itself on equal status among teachers, establishing the concept of a "mentor teacher" has been predictably difficult and complex. The 'legislation specified that: the decision to participate rested in the

hands of the district's governing board; the amount of stipends for each mentor was $4,000; and a majority of the selection committee should be teachers. All other procedures and facets of implementation were left open to negotiation.

Table 3 presents a list of implementation procedures described in the legislation, and summarizes the ways in which they were treated by the implementing districts. Although questions of program implementation were brought to the bargaining table in many of these districts, they tended ultimately to be resolved. Additionally, many districts were able to resolve these issues informally without going through the formal negotiations process.*

Hot issues. The most controversial issues, particularly those dealing with the selection of mentors, tended to be handled at the bargaining table. Attempts to choose a limited number of teachers to serve as mentors raised issues of selectivity and special status that are of particular concern to teachers. No strong precedent exists for singling out teachers on the basis of performance; in addition, the teaching profession has yet to wrestle successfully with the definition of valid selection criteria and procedures that, in the eyes of teachers, will be fair, justifiable, and consistent.

Perceived impact of negotiations on implementation. In implementing districts, the effects of bargaining on program implementation were minimal. Administrators in implementing districts estimated that

_____

*The reader is reminded that these data describe only the experience of implementing districts, where questions brought to the bargaining table were resolved favorably and where some questions never made it to formal negotiation at all. The data may therefore portray a disproportionately optimistic view of districts' ability to resolve controversial issues tied to reform initiatives.

TABLE 3

Resolution of Selected Issues in Districts Implementing the CMTP
Reported by District Administrators (n = 280)*

	Not Negotiated	Negotiated/ Resolved	Negotiated/ Not Resolved
	%	%	%
Establishment of Selection Committee(s)	25.0	62.5	4.6
Application of Individual Teachers for Mentor Teacher Designation	38.2	50.0	3.9
Review of Applications and Nominations by the Selection Committee(s)	36.8	51.4	3.9
Review of Nominees and Designation of Mentor Teachers by Governing Boards	46.4	39.6	4.6
Renomination as Mentor Teacher	37.5	39.3	5.7
Duties and Responsibilities of Mentors	40.4	46.1	4.3
Duration of Mentor Teacher Designation	35.0	49.3	5.7
Other	1.4	4.3	.7

*Percentages add to greater than 100% due to multiple responses.

20

negotiations had had essentially no impact (41%) or had had even a positive impact (13%) on their implementation plans. These adminis-trators included statements like, "It delayed the planning but the program will be better because of our discussions," or "The good working relationships between teachers and administrators made this a positive experience." These data are impressive considering the sensitivity and need for cooperation and accommodation of the participants at the bargaining table. From the survey responses, it appears that for some districts, the time spent in careful deliberation and debate during negotiations may have contributed to an increased and potentially durable support of the new mentor program.

District administrators in a few districts reported that the mentor program was used as a kind of "bargaining chip" during contract negotia-tions. For example, the teachers' union in one district reserved discussions of the mentor program until other negotiations were complete. In another district, implementation was made contingent upon a guaranteed across-the-board salary increase for all teachers. Due to the complications of negotiations, the mentor program had not begun in that district.

Only about one fifth of the districts provided answers that could be considered negative, ranging from "delayed planning several months" to "We're still bogged down in negotiations" and "It stopped implemen-tation." While responses of the last sort ("it stopped implementation") may simply record program fatalities, the others may reflect adminis-trators' short-term frustration with delays that eventually yield long-term benefits.

Mentors' Assigned Responsibilities

The legislation for the mentor program is very clear about the types of duties and responsibilities intended for mentors. It states that the primary function of a mentor teacher is to provide assistance and guidance to new teachers; mentors may also assist experienced teachers, provide staff development for teachers, and develop special curriculum, but cannot be used as evaluators. The survey used the legislative guidelines to form a list of possible roles for mentors; respondents were asked to check all activities in which mentors were or would be involved. Table 4 presents the results from this part of the survey.

The reports from the districts show that the configuration of activities planned for the 1984-85 academic year includes the full range of activities envisioned by the legislation.

Assistance to new and experienced teachers. Beginning in the 1984-85 academic year, slightly more than half of the participating districts (50.4%) anticipate that mentors will use some or all of their "mentoring" time providing direct assistance to new teachers (50.4%); almost two-thirds of the districts will use mentors to work with experienced teachers on a one-to-one basis (66%) or in school and district level staff development (65%).

Curriculum development. More than half of the district administrators reported that mentors would be assigned to curriculum development, a fairly traditional role for teachers on special assignment as district specialists. Figure 1 summarizes the results.

The findings regarding curriculum development tell a clear and dramatic story. Overwhelmingly, where mentors were assigned to

TABLE 4

How Mentors Spent or Will Spend "Mentoring Time"
as Reported by District Administrators (n = 280)*

	Spring 1984 %	Summer 1984 %	Academic Year 1984-1985 %
a. Roles as yet Undetermined	5.4	2.9	12.9
b. Classroom or other assistance to beginning teachers (credentialed).	7.1	6.4	50.4
c. Classroom or other assistance to Teachers Trainees (as per SB 813)	1.8	1.8	14.6
d. Staff development or consultation with indidivual teachers on a request basis	22.9	16.8	66.4
e. Conduct or facilitate school/district staff development	17.9	23.2	65.0
f. Assistance to experienced teachers assigned to new subject areas or grade levels	9.6	8.9	39.6
g. Assistance to teachers in locating and organizing curriculum materials.	19.6	24.6	53.9
h. Curriculum development to reflect new graduation standards.	6.8	16.4	18.6
i. Curriculum development in district high priority areas(s).	28.9	48.2	54.3
j. Other	2.9	7.9	6.4

*Percentages add to greater than 100% due to multiple responses

Figure 1

Mentors' Involvement with Curriculum Development
by Content Area (n=280)

Percent

NEW BASICS   OTHER CONTENT AREAS
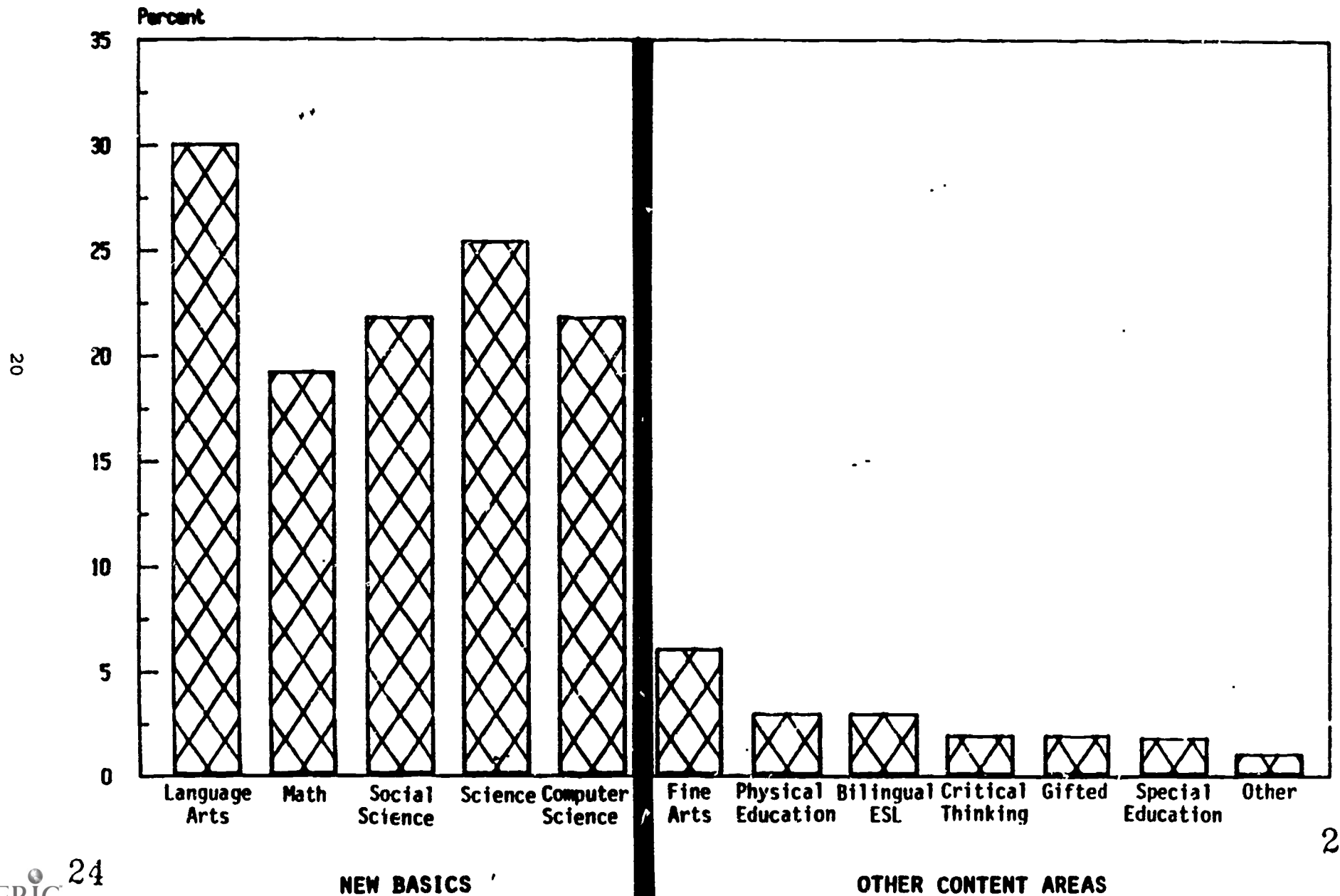
curriculum development, they were to emphasize the "new basics," as defined by the Nation at Risk report (National Commission on Excellence in Education, 1983). During the spring and summer these mentors spent their time developing new curricula, locating and organizing curriculum materials, and/or realigning existing curricula to reflect graduation standards.

Extending the uses of mentors' time. The figures shown in Table 4 reflect a shift in mentor activities from assignments that emphasized curriculum development during the spring and summer to work that includes a range of direct assistance planned for the 1984-85 academic year. Data from these early stages (particularly spring) may be an indication that districts' energies were consumed by selecting mentors and getting their programs started.

Interpreting the figures on mentors' duties and responsibilities meaningfully proves almost impossible at this stage of implementation (and at this stage of study). In light of the legislative emphasis on direct "mentoring" relationships among teachers, are these figures reasonable? Are they high or low? Interpretations are confounded by districts' latitude to decide mentors' duties and responsibilities on a case-by-case basis. While some mentors may concentrate on assisting novice teachers, others may work principally on curriculum materials. Still others may conduct workshops for groups of teachers. Some mentors may engage in all of those activities at one time or another. As late as the end of August, many of the mentors attending a Teacher Education and Computer Center (TECC)-sponsored training session were unclear just what their mentoring duties and responsibilities were to be for the coming school year.

21   26

On the basis of survey data alone, it is not possible to determine what proportion of the mentors will be engaged in any one activity, or to tell the extent to which mentors will "specialize" in an activity. One district coordinator writes:

[We are] using mentors in the following ways:

- follow up on curriculum needs assessment
- rewriting English, social science, art curriculum
- teach computer classes to teachers
- review and select curriculum materials
- help plan and assist with summer school program
- teach classroom management skills to new staff
                                    (Large elementary district)

The pattern of duties and responsibilities in any one district is likely to reflect several factors, among them: teachers' acceptance of the mentor concept and the status differences it signals; teachers' acceptance of specific responsibilities, e.g., classroom-based assistance to fellow teachers; existing district priorities and improvement initiatives to which mentors might contribute; available release time and other material resources; the match in grade level, subject area, experience and geographical location between the selected mentors and teachers who need or want assistance.

Subsequent case studies will generate more detailed descriptions of how mentors spend their time, the rationale behind time allocations, and the benefits or costs perceived by mentors, new and experienced teachers, administrators and the community.

Support, Assistance, and Training

In the formative stages of program implementation, arrangements for the support, assistance, and training of mentors took second place to pressing concerns with program design, formal and informal negotiation

of key program elements, and mentor selection. Nonetheless, almost one third of the implementing districts described programs of training and support that had been planned or were already underway. The bulk of these activities fell into three broad categories: (1) case-by-case assistance to individual mentors; (2) group orientation and problem-solving sessions; and (3) organized skill training.

Case-by-case assistance. Meetings were scheduled between individual mentors with mentor coordinators for purposes of clarifying roles and addressing individual mentor concerns. Extending this mode of case-by-case support, mentors themselves took the initiative (in some cases using program funds for release time) to gather advice and resources to become acquainted with their new roles. In many districts, mentors received valuable information and advice through contact with existing instructional resource teachers and other supervisory personnel. In districts already having "mentor-like" programs in existence, newly assigned mentors have sought advice from "teacher advisors" and others who had pursued similar roles in those programs.

Group orientation and problem-solving. Group orientation sessions provided mentors with the opportunity to meet with one another and with district administrators to share plans, experiences, and apprehensions regarding their mentoring roles. The primary goals for such meetings were to familiarize mentors with district goals and priorities and the ways in which the mentors fit within district improvement plans. A kind of "matching" process took place (which began during the selection of mentors) whereby the fit between the district's agenda and the individual mentor's needs was considered and clarified.

Skills training. Formal programs of skills training have been
infrequent during the early stages of implementation, with less than 20
percent of the implementing districts reporting sponsorship of, or
participation in, such training. Where such skills training has been
offered, approaches have been derived from certain well-established
staff development and skills training curricula that seem tightly
aligned with perceived requirements of the mentor role. These training
curricula have incorporated much of the classroom-based research and
staff development research of the past decade, and include: preparation
in effective teaching strategies, clinical teaching/supervision,
observation and conferencing skills, and working with adults. In other
words, a history of staff development efforts in California has made it
possible for some districts and counties to marshal familiar staff
development resources for the support of the mentor teacher program. In
addition, a structure of county offices and regional Teacher Education
and Computer Centers has extended districts' individual capacity to
provide training and support. In recent months, approximately one-
quarter of the 15 TEC Centers have sponsored skill training for mentors
in nearby districts, and the remaining centers are making plans for
similar training.

A combination of training and support. Despite the relatively low
incidence of systematic training, the emerging combination of case-by-
case assistance, organized support groups, and structured skills train-
ing is potentially powerful. Past research into educational innovation
suggest such changes are more likely to succeed where appropriate and
well-conducted skill training is backed by a general system of support
and assistance, with emphasis on opportunities for local problem-solving

(McLaughlin & Marsh, 1979; Fullan, 1982; Bird, 1984).

It is possible to interpret the relatively low involvement in formal training in the first six months of the program in several ways. First, districts embroiled in a range of other obligations related to program implementation have stretched the limits of their resources. Little energy, time, ideas or materials could be spared for organized training programs until other obligations had been satisfied and other deadlines met.

Second, neither districts nor the individual mentors who work in them may have perceived any need for special training or assistance, particularly in the early stages cf program implementation. In the eyes of selection committees, administrators, and mentors themselves, mentors may be considered fully competent to pursue "mentoring" activities solely on the basis of their past classroom performance. The connection has yet to be made between the rationale for training, a solid design for training and assistance, and mentors' actual work requirements and experience.

A third interpretation, somewhat at odds with the second, rests on the fact that the role of "mentor" is relatively new in the teaching profession. Only 15 percent of the implementing districts reported that they had another program similar to the California Mentor Teacher Program. The CMTP may be viewed as a complex innovation that requires changes in behavior, beliefs and attitudes, knowledge and skill, and relationships with peers and others. The program is complex in two ways. First, it establishes differences in the opportunities and rewards available to individual teachers based on their demonstrated classroom performance. In so doing, it introduces status differences

among teachers and thus runs counter to established precedents in the teaching profession. Second, the program anticipates that mentors will engage in a variety of out-of-classroom tasks to which even experienced and talented teachers may be new. These tasks include: designing, developing, and testing new curriculum; designing and conducting programs of staff development; and providing systematic, well-informed assistance to beginning teacher and to experienced colleagues.

Under these circumstances, the particular requirements for support and assistance are in many respects unknown. The current status of training programs for mentors may be symptomatic of the fact that no one knows for certain what shape the mentor role will take. The emphasis at this point in many districts is on exploration, brainstorming, arrangements for informal support groups, and local problem solving.

Districts' interest in collaboration. The greatest need expressed by respondents was for greater collaboration among districts. Relatively few districts believe they are yet in a position to provide concrete assistance to others, though approximately one-third of the districts (31%) offered to share information, advice, and ideas about various approaches to implementation. Some districts offered to share materials with other districts, including program guidelines, program designs, mentor "packets" and mentor application forms. Several small school districts offered to assist other small districts overcome some of the problems they felt were peculiar to small districts' attempting to start mentor programs.

Regional and local conferences for mentors and mentor coordinators were suggested by respondents as one mechanism for sharing information and experiences. One respondent suggested a statewide mentor conference

held annually. Already, some districts are making attempts to establish some kind of mentor network. Since many mentors are involved in similar —but often unfamiliar—activities, it is likely that such organized collaborative mechanisms will lead to mutual benefits and program improvements.

Among those districts that specified the types of assistance they could use, the highest percentages of responses were in two areas: fiscal and material support; and training of mentors. Only three percent of the districts indicated that they could give help to other districts in the area of training.

Funding the Mentor Program

State funding. In addition to the $4000 stipend awarded to each mentor per year, the state of California has provided implementing districts with $2000 per mentor per year to cover administrative costs of program implementation and operation. Expenses that may be charged against this allowance include costs of mentor selection, mentor or teacher release time, training, material support and travel. The data presented in Table 5 show the prevailing pattern of expenditures for the first several months of the program. "Release time for mentors" and "Materials/resources for mentors" were the most frequently cited cost categories. The reader should note that the categories in Table 5 are not mutually exclusive, as respondents were asked to check all applicable categories.

Examples of other ways in which state funds are being spent include: resource materials for non-mentor teachers; workspace for mentors or mentor coordinators; guest speakers; visits by mentors to other districts; clerical help for mentor program; and stipends to

TABLE 5

District Uses of CMTP State Administrative Funds
as Reported by District Administrators (n = 280)*

	%
Release Time for Mentors	61.4
Release Time for Other Teachers	42.1
Travel Expense for Mentor	41.4
Training for Mentors	46.8
Materials/Resources for Mentors	69.6
Selection Committee Time	50.4
Other	20.7

*Percentages add to greater than 100% due to
multiple responses.

33

compensate non-mentor teachers for their work with mentors.

Most districts plan to support the mentor program entirely with state-allocated funds. In some districts, board policy or teacher association contracts prevented administrators from exceeding the state allocation, while other districts were limited by their own financial constraints. Some district administrators worried that the relatively small scale of the program—now funding just two percent of the eligible teachers in participating districts—would seriously limit its effectiveness. For example, available administrative funding is insufficient to employ substitutes for the full 40 percent mentor release time permissible under the law. As a consequence, in some districts mentors will be performing their "mentoring" work during their planning periods, after regular school hours and during vacation time. The opportunities for direct work with other teachers are correspondingly reduced.

District funding. A small percentage (9.6%) of districts implementing the CMTP indicated that they were using additional district funds for planning and administering their mentor programs. Coming primarily from district general funds, this money is being spent on additional clerical or administrative personnel, materials for workshops and training sessions for mentors, and—in several districts—on raising the stipends of teachers who serve as non-mentor instructional supervisors. In those districts which can afford it, funds are going towards the payment of stipends to reduce the disparity between funds received by mentors and by their non-mentor counterparts.

Implementation Challenges and Concerns

Thus far our discussion has focused on the formal procedures districts used to start their mentor programs. The remaining analysis deals with the informal concerns, challenges, and issues that arise from this program.

Two open-ended questions elicited the challenges district administrators face in their work on the mentor program, and the concerns brought to them by teachers, administrators, and others. The full set of coding categories generated by these items is presented in Attachment C. The following list was drawn from the complete list and represents the major concerns of the respondents.

> Soliciting and Maintaining Support—Selling the mentor program to faculty, teacher unions, administrators, and parents; providing incentives for teachers to participate in the program; justifying program costs; and overcoming initial resistance to change and suspicion of the program.

> Administering the Mentor Program—General administrative problems, such as finding the time and resources to direct and coordinate the program; and scheduling mentors, teachers, and substitutes.

> Planning the Mentor Program—Planning a meaningful program according to district needs, establishing guidelines, defining mentor roles, involving all role groups, disseminating information, and balancing the influence between teachers and administrators.

> Clarifying Mentor Roles—Providing a clear description of the mentor role, designating additional and/or release time for duties, and not burdening mentors with too much work.

> Agreeing on an Appropriate Role for Mentors—Acceptance of, or opposition to, the concept of peer assistance; concern that assistance be given only on request; and separation of mentors from any administrative or evaluative roles.

> Clarifying Administrator (Principal) Roles—Providing a clear description of the role: who supervises and evaluates mentors? who designates site needs? who assigns mentor time?; clarifying relationships with

30

35

mentors, teachers, and other administrators.

Status Concerns: Differential Rewards and Opportunities—
Merit pay, fear that the program will be divisive, and the
prevailing problems related todifferential rewards.

Selecting the Mentors—Fair selection procedures without
"favoritism," balanced representation of teachers on the
selection committee, qualifications of committee members,
and assessment procedures determined by the selection
committee.

What Suffers?—The cost to the present organization of
the school, i.e., program continuity and relationships
with students because of release time, and the cost to job
performance due to added responsibilities.

Establishing Union Agreement—Negotiating the mentor
program with the union, and the amount of union control in
the decision-making process.

Negotiating the Contract—Negotiation requirements of the
mentor program; specific contract concerns.

Negotiations: Bargaining Chip—Negotiations held up
because of other contract negotiations, e.g., discussion
of mentor program withheld until across-the-board salary
increase.

Interactions Among Professionals—A threat to profession-
alism, such as teachers "telling on each other" during
selection procedures, volunteering for additional work,
restricting existing teamwork, and sharing among teachers;
developing trust among teachers.

Collaboration Efforts Within District—Collaborative
efforts between selection committee, teachers' associa-
tion, and administration, using the consensus approach.

Input/Response from School Board and Parents to Mentor
Program—Input via public hearings and school site council
advisory role on selection and planning committees;
nominating mentors, writing recommendations for mentors.

Training Mentors—Training in "mentoring" skills such as
working with adults, clinical supervision, effective
teaching; professional development in curriculum and
specific subject areas.

Fiscal and Material Support—Soliciting more funds for
mentor positions; ensuring continued funding for the
mentor program; providing clerical assistance and
materials for mentors.

Soliciting Good Applicants—Providing incentives for the "best" teachers to apply, i.e., concern with a limited selection pool of mentor candidates.

Knowledge, Skill, and Confidence—Developing confidence and credibility as a mentor; convincing potential mentors of "self-worth"; ensuring that mentors "make a contribution."

Incentives and Rewards—Opportunity for challenging work outside classroom, work with other adults, prestige and recognition, additional financial reward, professional and personal growth.

Evaluating the Mentors/Program—Selecting valid criteria and procedures for evaluating the mentors and the mentor program; determining the impact mentors have on teacher performance; relating the mentor program to instructional improvement and student test scores.

Supervising/Assisting Mentors—Finding time to adequately supervise mentors, developing appropriate supervisory methods, determining who will supervise.

These major categories were further collapsed to reflect the most frequently mentioned concerns of the responding mentor coordinators (or other district administrators) and the concerns most frequently brought to coordinators by teachers or building administrators. A comparison of the five most pressing concerns that mentor coordinators perceive for themselves and for others is presented in Table 6.

Among the implementation challenges and concerns described by mentor coordinators, some are predictably associated with the implementation of any new program initiative. These include: soliciting and maintaining support of teachers, teacher unions, administrators and parents for key program ideas; careful planning of the new program; insuring involvement of significant leaders (teachers and administrators); clear communication of the program's intent to district staff; adequate material and human support; and consistent follow-up.

37

TABLE 6

Comparison Between Challenges Faced by District Administrators and Concerns
Brought to District Administrators by Teachers and Other Administrators*

Challenges for District Administrators	Teacher Concerns	Other Administrator Concerns (Principal)
25% Soliciting and Maintaining Support	23% Status Concerns: Differential Rewards and Opportunities	10% What Suffers?
19% Administering the Mentor Program	13% Selecting the Mentors	7% Administering the Mentor Program
12% Planning the Mentor Program	11% Agreeing on Appropriate Role for Mentors	6% Planning the Mentor Program
11% Clarifying Mentor Roles	11% What Suffers?	5% Clarifying Administrative Role
7% Establishing Union Agreement	6% Planning the Mentor Program	

*Percentages add to greater than 100% due to multiple responses.

33

Other concerns and challenges derive directly from the particular nature of this innovation: a program elevating the status of some teachers on the basis of their demonstrated knowledge and skill. Concerns centered on fair selection procedures, the definition and appropriateness of the new role, effects of the role on relationships with other professionals, and costs of the program to the present organization.

Mentor coordinators. As anticipated, district administrators appeared to be struggling with the problems that are common in the implementation of any new program, with the added complication of elevating the status of some teachers. Soliciting support, planning, administration, and clarifying mentor roles lead the list of challenges from our respondents. Respondents wrote comments such as these:

[My concerns are] related to the newness of the program.

The key to successful implementation is planning with teachers appropriate methods of introducing their tasks to school personnel.

[I'm concerned about] time limitations for planning and a realistic scope of the mentor role.

[A main challenge is] peer acceptance and a negotiated agreement.

Developing a program which will be accepted by all staff members.

Ensuring that teachers have an adequate input in selection.

Teachers. Coordinators believe that teachers, on the other hand, are most concerned about the more controversial issues associated with differential opportunities (and pay): status, fair selection procedures and the appropriateness of the new role. The following comments illustrate the concerns brought to coordinators by teachers:

Exact responsibilities [as mentors] and reaction of
their peers.

The increased time and work demands on mentor teachers,
which may affect continuity and quality of their own
classroom programs.

All teachers are good.   How can one consider rewarding a
few as mentors?

Making sure selection procedures are fair.

Will I have to accept mentors' help?

Mentors should not take on evaluative or administrative
responsibilities.

Principals and other administrators. Principals' reported

concerns lay somewhere between the previous two groups. Like district

administrators, principals are concerned about general program

administration and planning. Mindful of their day-to-day interactions

with teachers, they are concerned with the ambiguity of their own role

in relation to the new mentors. All three groups worry about a clear

definition of the new mentor role and what it will cost the general

organization of the school.

41

ISSUES THAT DESERVE ATTENTION

The issues articulated by district administrators suggest several areas that deserve attention in subsequent study. These issues were derived from comments and suggestions from both implementing and non-implementing districts.

Program effects. District administrators were results-oriented, proposing that issues of program effectiveness deserved prime attention in the future. What are the outcomes of the mentor program, especially as they relate to the instructional program and to student performance? What impact does the mentor program have on teacher morale and teaching effectiveness? One respondent summed up several comments to this effect when he wrote:

> The key issue is the mentor program's overall effectiveness in proving the quality of instructional programs for a school district's children. Follow-up work needs to center on evaluating the effectiveness of the mentor program.
> (Large unified district implementor)

Another respondent looked for the program to prove its worth in the first full year of implementation:

> Although we feel things have gone well so far, selection procedures, etc., took time during the second semester and mentors did not have a great deal of time this year. The test of the program will come this year, when everyone will be looking for results.
> (Medium, high school implementor)

Implementation of small district or county mentor programs. Many respondents from smaller districts proposed that special attention be focused on the problems of implementation peculiar to small districts and counties. Many were curious to know the number of small districts implementing the mentor program and something about the problems

that they faced in the process.* Some questioned outright the value of the mentor program for such districts. One administrator from a small elementary implementing district wrote:

> Our district has a total of eleven teachers—more than one of whom [is] a master teacher. Due to the 'family' nature of our staff, instituting the [mentor] program under its guidelines may have had a negative impact on our overall effectiveness.

Another administrator from a non-implementing (elementary) district is specific about one possible negative impact:

> I have ten certificated staff members in my district. Nine, in my opinion, are 'master teachers'. To select only one would [create] a real morale problem. How are other small (400 enrollment or less) schools dealing with this? (Small, elementary non-implement~,

Another wrote:

> [The] mentor teacher program works better in a larger district with several schools! [The] mentor teacher is better able to make an impact in this kind of situation. In our district of 28 teachers we were unable to interest anybody on the staff.
> (Small, elementary non-implementor)

Implementation in county offices of education has been complicated by unanswered questions tied to the categorical services provided by those offices. One county administrator wrote:

> We deliver different services to 'unusual' populations, i.e., juvenile court school and special education. Many of the specific questions I had regarding [the mentor program] I was told could not be answered. So much of the orientation [of the mentor program] is for regular education in the districts.

---

*The State Department of Education records participation by 247 districts employing 50 or fewer teachers. Of these, the great majority (195, or 79%) are small elementary districts. See Table 1, page 8.

How mentors spend their time. Many respondents expressed a desire to know how districts are making use of their mentors and what sorts of activities mentors are engaged in. Related to this is an interest in the number of hours spent—both voluntarily and necessarily —in their capacities as mentors beyond the regular school day and year.

Preparation, training and assistance. District administrators are interested in more formal ways of helping mentors to work effectively. As one respondent said: "Training is critical. How are mentors being prepared for and supported in their new roles?" Collaboration among districts is an area many respondents proposed deserved attention. In at least one district, the benefits of sharing were made plain:

> Mentor program coordinators in our area were very gracious
> and accommodating in giving assistance in launching the
> program. They shared guidelines, applications, selection
> procedures, definitions of mentor roles, etc. There has
> been a real spirit of sharing and cooperation. Our program
> would have been almost impossible to pull together without
> their assistance.   (Large, high school implementor)

Another respondent said that there was a need to "compile and dissemi- nate a variety of models which demonstrate effective utilization of mentor teachers in upgrading teacher competencies" (Large, unified implementor).

Teachers' acceptance of program. Finally, the whole arena of teacher acceptance of the mentor program and aspects of negotiation of the program with the district's teacher bargaining unit merits further attention. One district administrator wrote:

> Many teachers do not want assistance from other teachers.
> No mentor teacher program will be effective until this
> attitude is changed.   (Medium, elementary non-implementor)

From a respondent in an implementing district came this remark, under-
scoring the problems associated with introducing status differences
among teachers:

> The [implementation] process was held up considerably by
> negative feelings. Teachers did not accept the idea that
> teachers could help or assist teachers, but were supportive
> of the curriculum development activities and approaches.
>   (Large elementary district)

One respondent saw difficulties in the use of the 'mentor' designation:

> Considering various directions the program can take,
> 'mentor' might be a misnomer. Some other title possibly
> would be less of a problem in schools where teachers work
> equally hard on additional tasks that cover a multitude of
> needs beyond routine classroom chores. [I] recognize this
> is a non-resolvable issue.

County administrators felt that the specialized knowledge required of
individual teachers made it difficult to anticipate how a mentor teacher
could credibly contribute to others' performance, or to the program at
large.

> County office teachers, I believe, felt that their teaching
> assignments were so diverse and required such [specialized]
> expertise that no one mentor could meet all the needs. I
> also perceived anxiety that whoever was selected [as mentor]
> might receive, in others' opinion, undue recognition and
> professional license.   (Small, county non-implementor)

One district administrator offered the following suggestion for
alleviating some of the difficulty experienced by districts during
negotiations with teachers:

> Attention [should be given] to the idea that the Mentor
> Program be viewed as a rung on the career ladder of the
> profession. Buy-in of this idea would eliminate time spent
> justifying the role.

Another administrator recognized the need for "selling" the program if
it was going to be accepted:

With the few applications received compared with the number
of staff who are eligible, we feel we need to 'sell' the
program to teachers. We plan to make a concerted effort to
share with them the merits of the program.

(Medium, county implementor)

Despite the problems, one administrator had this to say about the mentor

program: "Getting trained teachers (mentors) to work with other

teachers in the classroom in a non-threatening manner is a must if we

are going to improve instruction and the profession" (Large, unified

implementor).

46

CONCLUSION

Under the terms of state legislation SB 813, the California Mentor
Teacher Program is intended to enhance the professional opportunities
and rewards for excellent teachers and the educational improvement
resources for local schools. The program aims to achieve these ends by
according selected teachers the status of mentor, awarding them
additional stipends of $4,000 per year, and assigning them additional
responsibilities in the areas of professional development and curriculum
development.

A mail survey distributed to California school districts and county
offices of education provides a rough profile of the early stages of
local implementation of a major state-sponsored reform initiative.

Judging by survey responses, the pace of implementation has been
rapid in the first six months of the program. Agreements have been
forged among the major groups (teachers, administrators, school boards),
mentors have been selected, assignments made and work begun. Districts
have concentrated primarily on establishing workable selection
procedures for the first year, with correspondingly less attention to
the limits and possibilities of mentors' responsibilities. Short-term
program implementation requirements have taken precedence over long-term
issues surrounding the future of the teaching profession. Among those
issues, central to this program, is the introduction of status
differences among teachers.

In the early stages of implementation, few districts have given
much attention to systematic programs of training and support. In some
districts, however, a combination of case-by-case advice, organized
support groups and skills training has evolved. Such a combination is

41

47

reflective of the uncertain nature of the mentor role and the complexity of the anticipated change in relations among teachers. In the face of this uncertainty and complexity, districts are seeking opportunities for collaboration, information-sharing and problem-solving on a regional or local basis.

The survey results underscore importance of several key issues, all of which will be addressed in subsequent case studies. These include:

(1) Mentor selection: Who are the mentors? Why did they pursue this opportunity? How were they selected? What are their personal and professional characteristics and aspirations? How were the selection criteria and procedures viewed by teachers, administrators, school board members?

(2) The mentor role: What do mentors do? When, where and how do they work directly with beginning teachers or more experienced colleagues? How do they and others see the role of the mentor?

(3) Training and support: What is the nature and extent of support that mentors receive in taking on this new role? What assistance is offered in mastering new knowledge and skill? What arrangements are made for adequate time, space, discussion, materials, clerical support?

(4) Incentives and rewards: What are the incentives and rewards for teachers to support a mentor or master teacher plan? What are the incentives and rewards for mentor or master teachers who are selected?

(5) Benefits and other program effects: What are the benefits of the program for the mentors, for those who work with them, for schools, and for districts? What are the strains, dilemmas, challenges and conflicts that arise?

48

BIBLIOGRAPHY

Bird, T. (forthcoming). Mutual adaptation and mutual accomplishment: Change in a field experiment. Teachers College Record.

Fullan, M. (1982). The meaning of educational change. New York: Teachers College Press.

McLaughlin, M. W. & Marsh, D. D. (1979). Staff development and school change. In A. Lieberman & L. Miller (Eds.), Staff development: New demands, new realities, new perspectives. New York: Teachers College Press.

National Commission on Excellence in Education (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Department of Education.

ATTACHMENT A

(ω) FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Date

Dear Mentor Program Coordinator:

The Far West Laboratory, in cooperation with the California State
Department of Education, is working to assist districts in their
implementation of the Mentor Teacher Program. As one part of a two
year project, we are·conducting a survey of district progress in
implementation.

In preparing this survey we have sought the advice of the California
Teachers Association (CTA), the Association of California School
Administrators (ACSA), the California Federation of Teachers (CFT),
and the California School Boards Association (CSBA). In Question
15 of the survey, we have also taken the opportunity to learn from
you about those district issues or questions that most deserve
attention in follow-up work. We will use the survey to provide a
quick implementation "update" to all districts and to gather some
information about areas in which districts most need assistance.
We plan to follow up with some detailed case studies that will add
to our understanding of the most common implementation problems
(and solutions) and to an inventory of concrete program examples.

We believe this survey will be a source of useful information
for districts in their decision-making, even if your district is not
participating in the Mentor Program at this time. We hope that you
will take the time to complete the survey and return it to us before
August 1. We also ask that you include your district's most current
Mentor Program guidelines and any other materials you think might help
us to understand the Mentor Program as it is currently being implemented
in your district. We will prepare feedback to districts by September 15
based upon replies we have received.

Thank you for your prompt reply.

Sincerely,

Judith Warren Little   George St. Clair ·
Senior Program Director   Research Associate
Applying Research in Teacher   Applying Research in Teacher
    Education Program   Education Program

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

CALIFORNIA MENTOR TEACHER PROGRAM
District Survey

Contact person for Mentor Teacher Program:

NAME:_____

TITLE:_____

DISTRICT:_____

ADDRESS:_____

_____

PHONE:_____

DATE:_____

INSTRUCTIONS:

Please send the completed survey and your district's most current
Mentor guidelines to:

Dr. Judith Warren Little
Far West Laboratory
for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

52

48

1. Is your district proceeding to implement the California Mentor Teacher Program (CMTP)

    in 1983-1984?   ___ yes   ___ no
    in 1984-1985?   ___ yes   ___ no   ___ undetermined

NOTE: If your district is NOT planning to implement the California Mentor Teacher Program, please skip to Question 16 on page 6.

---

2. If your district is implementing the Mentor Program, please check all that apply:

    a. _____ Currently planning district guidelines

    b. _____ Preliminary draft of district guidelines is completed

    c. _____ Board has approved guidelines

    d. _____ Negotiations with teachers are in progress

    e. _____ Job descriptions for mentors have been defined

    f. _____ District Selection Committee has been formed

    g. _____ Applications from teachers have been solicited

    h. _____ All applications for mentor program have been received

    i. _____ Screening of applicants has begun

    j. _____ Mentors have been selected

    k. _____ Mentor roles have been defined

    l. _____ A program of training mentors is planned

    m. _____ Mentors have begun responsibilities

    n. _____ Other:_____

NOTE: Please enclose the most current version of your district's own mentor program guidelines and any other documents that you believe might help us to better understand your local variation of the California Mentor Teacher Program.

---

3. How did or will mentors spend most of their "mentoring" time?
Please CHECK the main activities in which mentors have been or will
be involved.

	Spring 1984	Summer 1984	Academic Year 1984-85
a. Roles as yet undetermined.			
b. Classroom or other assistance to beginning teachers (credentialed).			
c. Classroom or other assistance to Teacher Trainees (as per SB 813).			
d. Staff development or consultation with individual teachers on a request basis.			
e. Conduct or facilitate school/district staff development.			
f. Assistance to experienced teachers assigned to new subject areas or grade levels.			
g. Assistance to teachers in locating and organizing curriculum materials.			
h. Curriculum development to reflect new graduation standards. Please specify curriculum areas:_____			
i. Curriculum development in district high priority area(s). Please specify curriculum areas:_____			
j. Other _____			

54

4. In your work on the Mentor Program, what main challenges do you face?

5. Regarding the Mentor Program, what concerns are being brought to you by:

    a. Teachers?

    b. Administrators?

    c. Others?

6. What kind(s) of formal training or assistance are mentors receiving to prepare them for their new roles?

7. Did a mentor-like program (e.g., teacher advisor, master teacher) exist in your district prior to your participation in the CMTP?

Check one: _____ NO _____ YES

a. Does the CMTP replace an existing program?

    _____ NO _____ YES

b. Will the CMTP operate concurrently with an existing program?

    _____ NO _____ YES   Name of Program_____

8. How are (were) the administrative funds provided by the State
    primarily expended? Please CHECK all that apply.

<div align="right">Comments</div>

a. Release time for mentors
b. Release time for other teachers   _____
c. Travel expenses for mentors   _____
d. Training or assistance for mentors   _____
e. Materials/resources for mentors   _____
f. Selection committee time   _____

g. Other _____

h. Other _____

9. Other than funds specifically provided by the State, what will
    be the predicted total cost to your district of implementing
    the Mentor Program?

    1983-84_____ Source(s) of funds _____

    1984-85_____ Source(s) of funds _____

    For what major purposes are these additional funds being used?

10. Many districts have completed mentor selection. Which of your
    district's selection procedures have you been most pleased with?

    Which would you change?

11. What role (if any) did parents and/or students have in the development
    of your district's mentor program?

<div align="center">56</div>

12. How were each of the following areas treated in negotiations?
Please CHECK the appropriate column for each item.

		Not Negotiated	Negotiated/ Resolved	Negotiated/ Not Resolved
a.	Establishment of selection committee(s)	___	___	___
b.	Application of individual teachers for mentor teacher designation	___	___	___
c.	Review of applications and nominations by the selection committee(s)	___	___	___
d.	Review of nominees and designation of mentor teachers by governing boards	___	___	___
e.	Renomination as mentor teacher	___	___	___
f.	Duties and responsibilities of mentors	___	___	___
g.	Duration of mentor teacher designation	___	___	___
h.	Other:_____	___	___	___

13. Please comment on the impact bargaining has had on the local implementation of your mentor program.

14. What help could your district use right now in implementing its mentor program?

57

15. What help could your district give to others?

16. What district issues or questions do you think most deserve
attention in any follow-up work arising from this survey?

17. What is your overall reaction to the Mentor Program?

	Initially	Now
Very positive	____	____
Somewhat positive	____	____
Ambivalent	____	____
Somewhat negative	____	____
Very negative	____	____

18. If you wish to add any questions or comments please feel free
to use this space. <u>Your comments will be read.</u>

Thank you for your help.

58

ATTACHMENT B

TITLE 5   SPECIAL PROGRAMS   § 11251

(Register 84, No. 13—3-31-84)   (p. 414.1)

CHAPTER 3. MENTOR TEACHER PROGRAM
DETAILED ANALYSIS

11250. District Participation in the Mentor Teacher Program.

(a) Each school district governing board wishing to participate in the Mentor Teacher Program shall adopt a resolution at a public meeting, setting forth the goals, purposes, and planned operation of the district's mentor program and evidencing the board's having considered including parents, pupils, or other public representatives in the selection process.

(b) Applications by school districts for participation in the Mentor Teacher Program will be accepted by the State Department of Education only if planned mentor activities as stated in the resolution specified in subdivision (a) and appended to the district's application are consistent with those set out in Education Code Section 44496.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Sections 44462(d), 44492.5, 44495(a), 44496, Education Code.

HISTORY:
1. New Chapter 3 (Sections 11250-11257) filed 3-26-84; effective thirtieth day thereafter (Register 84, No. 13). For prior history, see Registers 77, No. 30; 71, No. 30 and 69, No. 51.

11251. Establishment of Selection Committees.

(a) A school district may have more than one selection committee so as to nominate candidates on an individual site, program area, subject area, or other alternative basis.

(b) One more than 50 percent of the members of each selection committee shall be classroom teachers; the remainder shall be school administrators.

(c) Classroom teacher members of the selection committee shall be chosen by secret ballot election conducted among all probationary and permanent classroom teachers serving in the site, program area, subject area, or other subdivision from which candidates may be nominated, or districtwide if there is only one districtwide selection committee.

(d) School administrator selection committee members shall be chosen by school administrators who have been designated for this role by the governing board.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Section 44495(a), Education Code.

11252. Application of Individual Teachers for Mentor Teacher Designation.

(a) Any classroom teacher who meets the following qualifications is eligible to seek classification as a mentor teacher.

(1) Holds a valid California teacher credential.

(2) Has achieved permanent status or, in a district with an average daily attendance of fewer than 250 pupils, has been employed by the district as a credentialed classroom teacher for at least three consecutive school years prior to the school year for which nominations are to be made.

(3) Has substantial recent classroom teaching instructional experience.

(b) Written applications for participation in the mentor program shall be submitted to the selection committee prior to a reasonable deadline established by the governing board.

(c) An application shall include written consent by the applicant to release of personnel information relating to his or her teaching experience and performance to selection committee members.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Sections 44490, 44491(b) and 44496, Education Code.

11253. Review of Applications and Nominations By the Selection Committee.

(a) Before nominating any candidate, the selection committee shall review the applicant's personnel information relating to his or her teaching experience and performance.

(b) The selection committee may nominate for mentor teacher classification any applicant who meets the qualifications of Section 11252, provided the committee determines upon review of all the information before it that the applicant has demonstrated exemplary teaching ability including, but not limited to, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

(c) Each nominee shall receive the vote of at least one more than half the members of the selection committee.

(d) The governing board may determine a date by which nominations must be made in order to allow a reasonable time prior to the commencement of the succeeding fiscal year for the governing board to review nominations.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Sections 44490, 44491(b) and 44496, Education Code.

11254. Review of Nominees and Designation of Mentor Teachers By the Governing Boards.

(a) Prior to designation of any nominee as a mentor teacher, the governing board may gather such further information as it deems necessary to evaluate the nominee according to the criteria in Sections 44490 and 44491(b).

(b) The district governing board may meet in closed session to consider the appointment of any nominee to be a mentor teacher in the same manner that it may consider the appointment or employment of other employees.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Sections 44490 and 44496(d), Education Code.

11255. Renomination As Mentor Teacher.

Review and renomination shall be initiated and conducted in the same manner as provided in Sections 11252 and 11253. First consideration shall be given to mentor teachers if they continue to qualify for renomination and have served effectively as mentor teachers.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Section 44494(c), Education Code.

HISTORY:

1. Editorial correction filed 4-9-84; designated effective 4-25-84 (Register 84, No. 13).

11256. Duties and Responsibilities of Mentor Teachers.

(a) The duties and responsibilities of each mentor teacher shall be determined on an individual basis.

(b) The time and manner in which each mentor teacher shall render service in the program shall be determined on an individual basis.

(c) "Direct instruction of pupils," except as it applies to resource teachers, shall be construed to require a mentor teacher to instruct his or her regularly assigned pupils.

NOTE: Authority cited. Section 44491(a), Education Code. Reference: Section 44496, Education Code.

11257. Duration of Mentor Teacher Designation.

(a) The duration of a designation as mentor teacher shall normally be for a period of three consecutive years. Designations having a duration of less than three years shall be one or two years only and may be renewed by the governing board, without review and renomination, until the three-year maximum is reached.

(b) Except in school year 1983–84, proration of the mentor teacher annual stipend shall occur only when nonprogrammatic circumstances, such as extended absence for health reasons, prevent the mentor teacher from completing the designated mentorial period.

(c) If for any reason a mentor is unable to complete the designated mentorial period, the governing board may select a replacement from committee-nominated alternates, if any.

NOTE: Authority cited: Section 44491(a), Education Code. Reference: Section 44496(d), Education Code.

ATTACHMENT C

ATTACHMENT C

Coding Categories

Code		Item Number
0.	No/None/NA/Don't Understand/No problem	all
1.	Yes	
2.	Selecting the Mentors, Pleased With	4, 10, 11
3.	Selecting the Mentors, Concerns	4, 5 10a
4.	Planning the Mentor Program, Pleased With	10, 11
5.	Input/Response from School Board and Parents	10, 11
6.	Planning the Mentor Program, Concerns	4, 5, 15
7.	Time for Planning the Mentor Program	4, 14
8.	Information about the Mentor Program	4, 14, 16
9.	Clarifying Mentor Roles	4, 5, 6, 14
10.	Agreeing on an Appropriate Role for Mentors	4, 5, 6, 14
11.	Clarifying Administrator Roles	4, 5
12.	Status Concerns: Differential Rewards & Oppor.	5, 16
13.	Interactions Among Professionals	4, 5
14.	Fiscal and Material Support	5, 9, 10
15.	Soliciting Good Applicants	4, 5c
16.	Soliciting and Maintaining Support	4, 5a, 14, 15, 16
17.	Collaboration Efforts Within District	10, 14, 15
18.	Negotiations: Teacher Association	4, 5, 10, 16
19.	Negotiations: Contract/Requirement	4, 6, 13
20.	Unspecified Training Within District	6, 14
21.	Unspecified Training Outside District	6, 14
22.	Training in Mentoring Skills	6, 14
23.	Training in Curriculum/Content Areas	5, 14, 15, 16
24.	Evaluating the Mentors/Program	4, 5, 9c, 16
25.	Supervising/Assisting Mentors	4, 5, 14, 15
26.	Administering (General) the Mentor Program	4, 5, 14, 15
27.	Administering the Program: Substitutes	4, 5, 14, 15
28.	Knowledge, Skill, and Confidence	14, 5
29.	Incentives and Rewards	
30.	What Suffers?	5
31.	Collaboration Efforts Among Districts	14, 15
32.	Other	all
33.	Too early to say	15, 16

Additional Values

		Item Number
34.	General Fund/District Funds	9b
35.	Foundation/Grant	9b
36.	Informal Agreement of Mentor Program	13
37.	Negative	13
38.	Positive	13
39.	Negotiations: Bargaining chip	13

Items To Be Logged

Give Help (all)	15	Comments
Issues for Follow up	16	
Comments (all)	18	

Coding Categories

0. No/None/NA/Don't Understand/No problem

1. Yes

2. Selecting the Mentors, Pleased With
   In-class observations
   Interview process
   Applications review
   Open application solicitation
   Assessment process
   More than one selection committee to ensure equal consideration
   Entire Process
   Enthusiasm and support
   Quality of applicants
   Lattitude given selection committee to make decisions
   Participation of teachers and parents in selection process
   Liked selection of mentors
   Applicants apply to implement a project
   District mentors rather than site mentors
   Match teacher-expressed needs with people who could meet them.

3. Selecting the Mentors, Concerns
   Too many mentors selected from one department
   More involvement in decision-making process
   Need balanced representation from all grade levels
   Don't like selection by committee
   A need to form a selection committee
   Selection committee members CANNOT be mentors
   Often didn't include interview with mentors
   Voluntary committee participation
   Fairness/Favoritism
   Disagree with mentors selected, e.g. too many from one department
   Might reduce size of committee
   Committee appoint head, not district
   Teachers' application form kept some teachers from applying
   Teacher on selection committee applied to be a mentor
   Train selection committee to do classroom observation
   Didn't like having only bargaining unit members
   Teachers in schools that declined to participate were unable
       to apply

4. Planning the Mentor Program, Pleased With
   Description of mentor role
   Individual mentor implementation plans
   Sample mentor goals and objectives
   Planning committee
   Guidelines
   Specific projects planned
   Input of parents
   Role of curriculum developer

65

5. Input/Response from School Board and parents
        Input from parents in public hearings
        Input through the School Site Council
        Positive response from School Board, parents
        Parents write reference for mentor applicants
        Parents nominate mentors
        Advisory role in committees
        Parent endorsement on applications (needs survey)

6. Planning the Mentor Program, Concerns
        Plan meaningful program according to district needs
        Meet school as well as district needs
        Plan program combining needs of district request of teachers
            and skill of mentors
        Trouble focusing program
        More involvement in role description
        Develop particular district curriculum
        Length of mentor term uncertain
        Can't plan program until negotiations are resolved
        Extent of programs meeting teachers' needs, not administrators'
        Teachers want to control mentor program (admin. concern)
        Want flexibility in implementation
        Design of worthwhile curriculum development projects
        Admin: Mentors assigned to site without input of principal
        Expanding mentor program in other areas
        Should be fixed term so many can have a chance
        More dissemination of information on CMTP to faculty
        How many days can mentor be out of classroom?

7. Time for Planning the Mentor Program
        More time for planning
        Longer time-line for 83-84
        Crunched by deadlines
        Time to meet with staff to plan

8. Information about the Mentor Program
        Not enough guidelines; flying on our own
        Clarification of guidelines
        Advice from State at program design stage
        Advice from State in program review
        Funding information earlier
        Few sample programs

9. Clarifying Mentor Roles
        Vague description of mentor role, role clarity
        Additional time for performing mentor duties
        Use of mentors (how to use the mentor role)
        Keep it teacher oriented, not Board oriented
        Amount of release to do mentoring work

10. Agreeing on an Appropriate Role for Mentors
    Imposing administrative tasks on teachers
    Working with Peers
    Opposed to peer assistance
    No evaluative or administrative role for mentors
    Acceptance of mentor assistance?
    Acceptance of concept of mentors helping teachers?
    Teacher might not accept help from mentor of different site
    Assurance mentors won't interfere with site program
    Concern mentors fit into programs at site
    Only give assistance on request
    Too much time developing projects, not enough helping teachers
    Priority: help new teachers
    Not enough assistance for teachers
    Should a mentor have a teaching position?
    A science teacher may not be able to work with an English teacher
        at H.S.

11. Clarifying Administrator Roles
    Assign tasks to mentors?
    Added work load for administrators
    Evaluation of mentors?
    Supervise mentors?
    Who supervises teachers, principal or mentor?
    How to provide help for the weak but defensive teacher
    Don't "claim" mentor time
    Will role be accepted?
    Want to direct mentor activities/control time
    May I recommend teachers who need mentor help?
    Fear administrative position will be cut back if mentor
        takes over traditional duties
    Concern of erosion of supervisory authority
    How can I get my fair share of mentors?

12. Status Concerns: Differential Rewards and Opportunities
    Merit pay (concern)
    Admin: CMTP should be a merit pay program.
    Fear program will be devisive
    Acceptance of mentor assistance
    Jealousy
    Hurt feelings
    Rewarding some but not others (especially in small districts)
    Keeping staff morale high when all good teachers were not
        chosen to be mentors (admin. concern)
    Every teacher is really a mentor
    Parent perception that mentor is not a master teacher
    Fear of having another teacher in the classroom
    Will mentors tell me how to teach?
    Fear mentor will be forced on teachers

67

13. Interactions Among Professionals
    Threat to Professionalism
    Threat to teachers volunteering for more work
       (mentors get paid)
    Developing trust among teachers
    Staff should work as a team to determine mentor duties
    Threat to existing teamwork
    Helping staff and mentors become compatible
    Need for on-going sharing of what works, how tos
    Mentor from one school may not be able to work with staff
       at another school
    Negative effect on morale

14. Fiscal and Material Support
    More positions
    More funds
    Continuation of funds
    Provide materials for mentors
    No district funds are to be used

15. Soliciting Good Applicants
    Best teachers did not apply
    Selection pool limited
    How to get specific teachers to apply
    Best teachers are too busy to apply

16. Soliciting and Maintaining Support
    "Selling" of mentors/program to faculty, administrators, parents
       and teachers' union
    Justify program costs
    Suspicion of mentor program
    Maintain support of teachers union, board, faculty
    Overcoming resistance to change
    Fear of the unknown
    Clear communication/dissementation about CTMP and role of mentors
       to faculty
    Provide incentive for teachers to participate in inservice
       and/or use mentors

17. Collaboration Efforts Within District
    Collaborative effort between selection committee, teachers'
       association, and administration
    Consensus approach

18. Negotiations: Teacher Association
       (Code only if it is clear that the concern is specifically
        about the teacher association)
        Too much control by the union
        Local teacher association disapproves of the mentor program
        Low priority with teacher association
        Problem with getting proposal negotiated (T.A. hold up neg.)
        Union opposition: stopped implementation during negotiations
        CTA opposes program

19. Negotiations: Contract/Requirement
        Negotiation Requirement (law should take negotiations
            requirement away)
        Contract Language
        Contract Concerns, such as multi-term contract, split mentor
            assignments, and other specific stipulations
        Makes it difficult to negotiate other parts of contract
        Want flexibility in mentor role for small district
            (i.e. split mentor assignments)
        Contract teachers are not required to work with mentor (admin. concern)
        Days of work outside school year will be difficult to negotiate

20. Unspecified Training Within District
        Input from administration on district needs
        Monthly meetings with coordinator
        Regularly scheduled meetings with mentors as a group
        Informal training with district personnel

21. Unspecified Training Outside District
       (Workshops or training with no given specific content)
        Workshops from county office, local college or university,
            T.E.C. Center, etc.
        Visits to other school districts
        Would help if the State or TEC sponsored workshops (1 district)

22. Training in Mentoring Skills
       (Specific training in how to do mentoring work)
        Clinical Teaching
        Supervision
        Effective Teaching
        Observation and Conferencing skills
        Specific training in working with adults

23. Training in Curriculum/Content Areas
       (Specific training in a particular content area)
        Curriculum enrichment varies according to individual
        Curriculum planning
        Work with curriculum director, principal
        Workshop, conference in curriculum specialty
        Critical thinking
        Curriculum implementation with students
        Need ideas in specific curricula

69

24. Evaluating Mentors/Program
    Want evaluation of program before making long-term commitment
    Need evaluation of effectiveness of mentor program/mentors
    Raising test scores (program outcomes)
    Board: Concern mentors won't earn extra pay
    What value will program be to kids?
    Show instructional improvement
    Evaluation of finished project (quality control)
    How was program received
    Impact on improving teacher performance
    Attitude of teachers, mentors

25. Supervising/Assisting Mentors
    Guiding mentors to meet needs of county/district
    Time to supervise (limited support staff)
    Method of supervision
    Adequate supervision
    Provide adequate support for mentors' work
    Where will the time come to supervise?
    Who will supervise, site or district

26. Administering (General) the Mentor Program
    Program proceeding smoothly
    Precise communication about program
    Place one person in charge (often)
    Encourage communication among departments
    Time to administer the program (limited support staff)
    More time for director
    Organization - new program syndrome, getting started
    Schedule mentor time to equalize time at different sites
    Coordinate efforts
    Clerical (duplicating materials, time)
    Implement program (particularly for a small district)
        (often)
    "Brokering mentor interest with department requests
    Match site and subject area with mentors and teacher trainees
    Teachers: No district funds expended for mentor program
    Admin: Allocation of resources must be equitable
    Need time for mentors and teachers to meet/plan/inservice
    Allocation of resources
    Disseminating information to school personnel
    Serve large geographical area with few interns (county office)
    Equitable distribution of workload

27. Administering the Program: Substitutes
    Provide substitutes during release time
    Establish a good pool of substitutes who can take over

70

28. Knowledge, Skill, and Confidence
    Knowing how to do mentoring work
    Establishing credibility as mentors/for program
    Making a contribution
    Convincing teachers of self-worth
    They (teachers) don't see how they can help each other
    Determining indicators of superior knowledge and ability vs.
        length of service

29. Incentives and Rewards
    Opportunity for challenging work outside classroom
    Work with Other Adults
    Prestige and Recognition
    Additional financial reward

30. What Suffers?
    Time out of classroom without damaging relationships with
        students, parents
    Maximizing inservice without penalizing classrooms
    Classroom program continuity
    Overburdening of mentors with work
    Negative impact on own students nd program
    "Double dipping"
    Facilitating enough release time to assist staff during school
    Mentor fear: Quality of one job when adding to it; finding time
        to do both jobs.
    Mentors fear necessary time needed may be overwhelming along
        with current responsibilities
    Administrators: Finding time to do additional job (supervise)
    Equity in terms of workload and quality
    Not enough release time

31. Collaboration Efforts Among Districts
    Interdistrict sharing of information and experience
    Sharing of information and experience, especially among
        small districts
    Share specific curriculum ideas among districts
    Establish a network of shared experiences
    Share sample job description
    Share negotiated agreements
    Share successes and failures
    Share name of district mentor coordinator
    Sponsor a conference for mentors
    Connection between district, county and state

32. Other
    Waste of money

33. Too early to say

71

Additional Values

34. General Fund/District Funds

35. Foundation/Grant
    Any philanthropic foundation
    State/federal grant

36. Informal Agreement of Mentor Program
    "Side letter"
    "Away from the table" agreement
    "Understanding"
    Separate Negotiations

37. Negative
    Too much time spent at the bargaining table
    Delayed planning
    We're still bogged down in negotiations
    Union discouraged good teachers from applying
    Teachers association won't allow expenditure of district funds
    Stopped implementation
    Constricted contract

38. Positive
    Good working relationships at bargaining table

39. Negotiations: Bargaining chip
    Witheld implementation without a general salary increase
    Negotiation held up because of other contract negotiations
    Wouldn't discuss program until negotiations were complete