ABSTRACT
        This paper defines mentoring and identifies some of
the salient points of the process, such as the characteristics of
successful mentors and protegies, goals and objectives of mentoring
programs, and the various components of the interactive relationship.
Also, an outline of a structured training program for mentors is
presented. The matching of mentors and protegies and the development
of a sound relationship are discussed as well as the modeling and
observer roles of the mentor. Some of the perils of evaluation on the
part of the mentor are also pointed out. Evaluation forms for both
mentor and protege are appended. (JD)

MENTORING:

A Life Preserver
for the
Beginning Teacher

Eugenia Bas-Isaac

Level IV Resident Teacher

Sunnyside Unified School District

4101 E. Valencia Road

Tucson, Arizona 85706

Paper presented at the National Council of States on
Inservice Education Annual Conference, November, 1989,
San Antonio, Texas.

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INTRODUCTION:

The induction of new teachers is essential to the development of master teachers. The process from beginning teacher to professional (expert) teacher is one which requires hours, weeks and even years (Wildman and Niles, 1987). Mentoring is also a foundation for collegial working relationships within the teaching profession. The process of mentoring contains many of the ingredients and skills needed for staff development and professional growth.

The major problems faced by beginning teachers are not those which can be addressed simply in teacher education programs at institutions of higher learning. Lortie (1975) states, "No way has been found to record and crystallize teaching for the benefit of beginners. It is a process of learning while doing."

In the past ten years, induction programs for beginning teachers have increased dramatically. "We hear a great deal about what good teachers should know, but relatively little about how teachers become good teachers" (Wildman and Niles, 1987). If the "crystal ball gazers" are correct and demographic indicators are to be believed, a teacher shortage looms just over the horizon (Figures 1 and 2). Forty to fifty percent of all new teachers will leave the profession in the first six to seven years. These figures are even more troublesome if, as the evidence presented seems to indicate, that the more talented educators are the ones
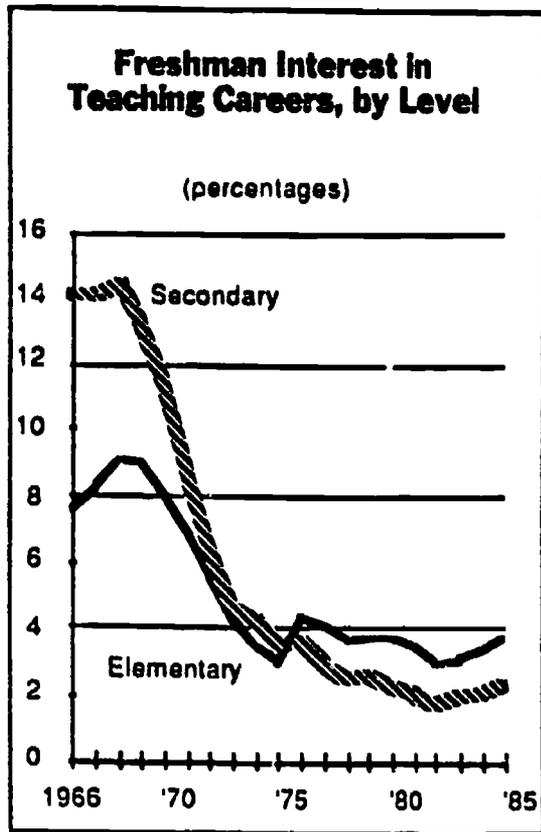
Figure 1

**Freshman Interest in
Teaching Careers, by Level**

(percentages)

16
14 Secondary
12
10
8
6
4
2 Elementary
0

1966   '70   '75   '80   '85

SOURCE: Higher Education Research Institute, UCLA

**Freshman Interest in
Teaching Careers, by Sex**

(percentages)

40
35 Women
30
25
20
15
10 Men
5
0

1966   '70   '75   '80   '85

SOURCE. Higher Education Research Institute, UCLA

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Number
(In thousands)

1,600

1,400

1,200

1,000   Projected

800

600

400

200

0

1972-77   1983-87
        1978-82   1988-92
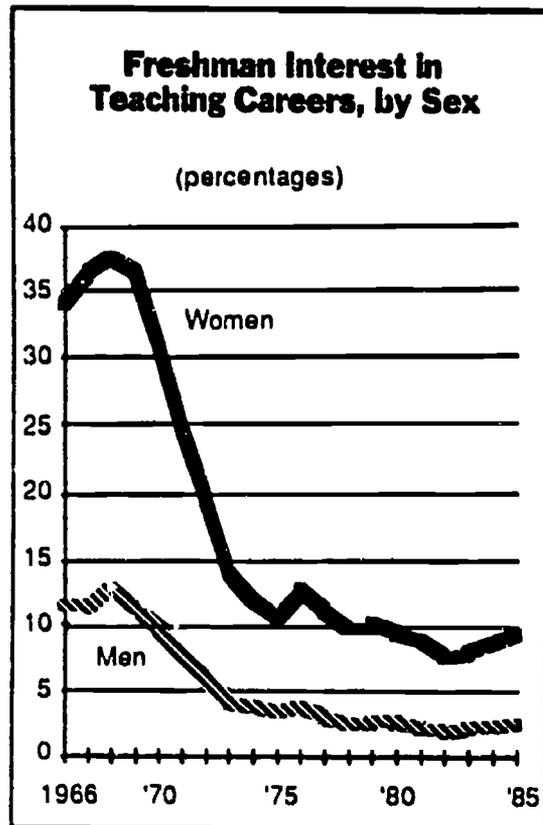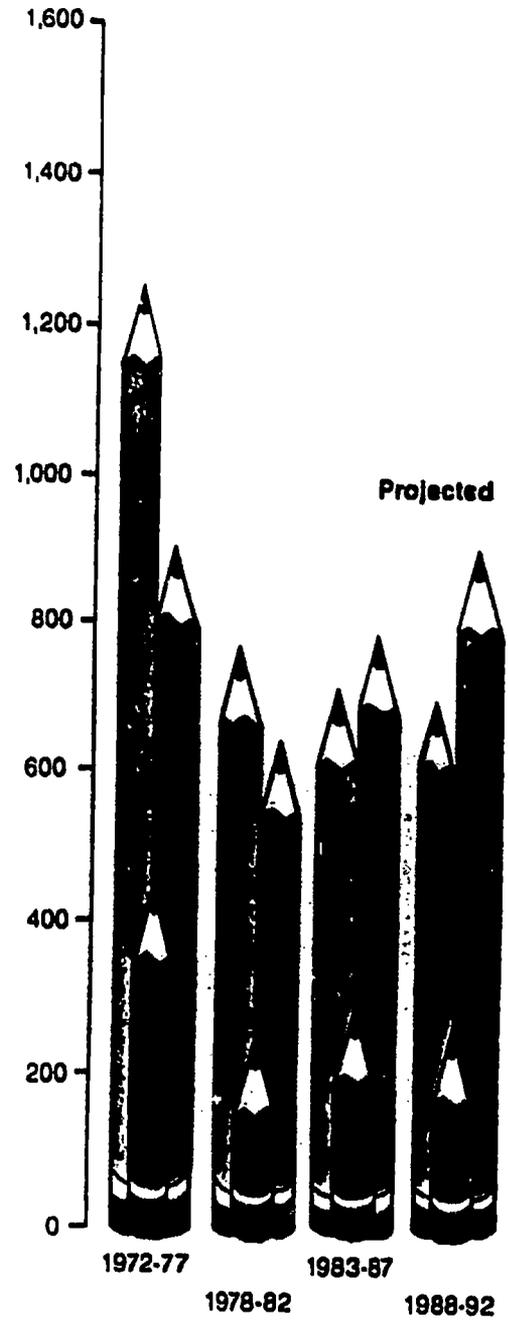
☐ Demand for additional
  elementary teachers

■ Demand for additional
  secondary teachers

■ Supply of new teacher
  graduates

NOTE: The current imbalance between
the need for additional teachers and
the supply of new teacher graduates
is projected to continue through
1992, with most of that demand coming
from elementary schools.

SOURCE. U.S Education Department

Figure 2

Proportion of Teacher Cohort Remaining During First 5 Years
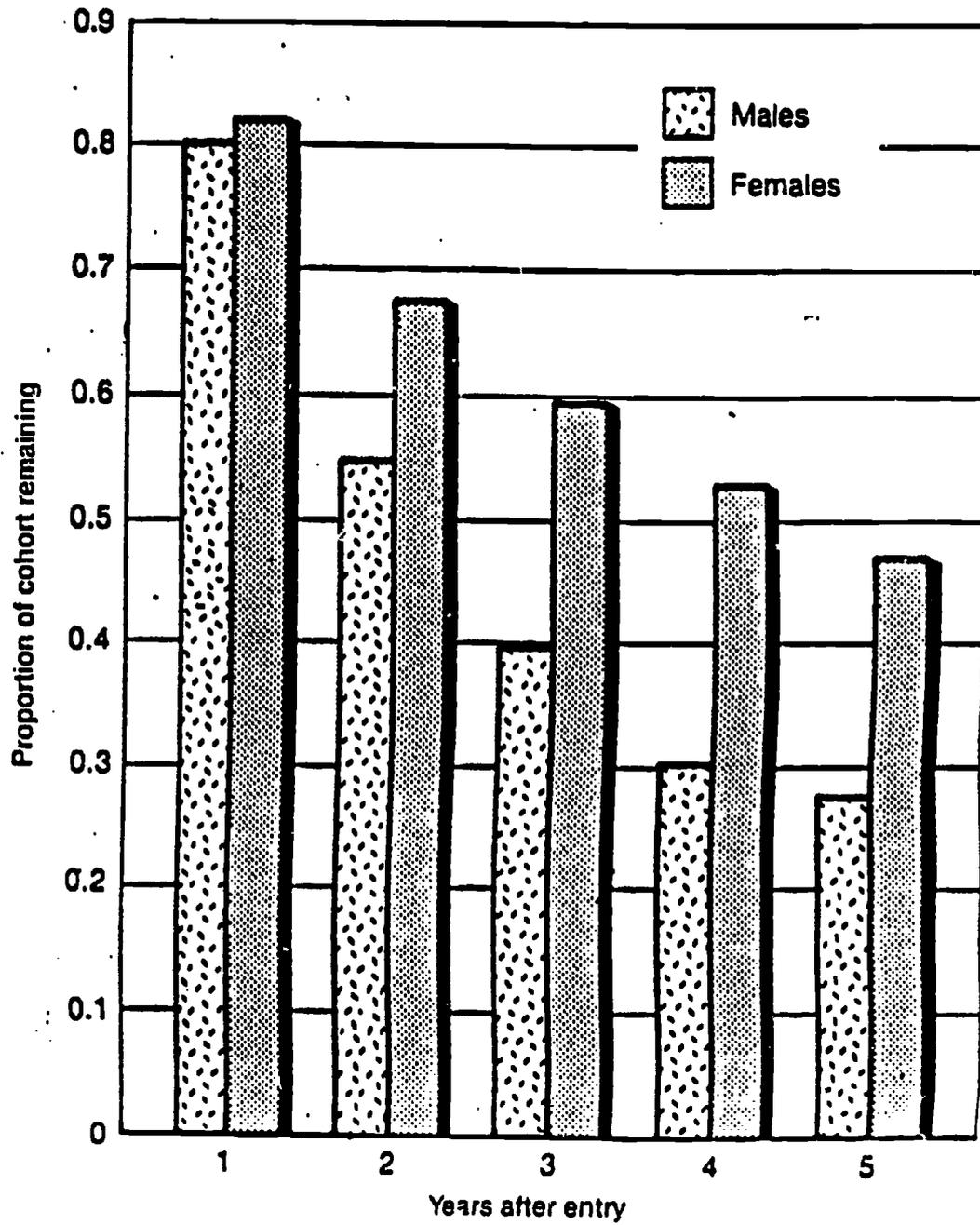
SOURCE: RAND Corporation

C

leaving (Schlechty and Vance, 1983). Therefore, some type of program to meet the needs of these new and beginning teachers could possibly help prevent potentially good teachers from being so discouraged as to abandon their teaching careers (Ryan, Newman, Applegate, Lasley, Flora and Johnston, 1980).

This paper will endeavor to define mentoring and identify some of the salient points of the process such as the characteristics of successful mentors and protégés, goals and objectives of mentoring programs, and the various components of the interactive relationship. Also, an outline of a structured training program for mentors will be presented.

THE SINK OR SWIM SYNDROME:

The life of the beginning teacher can at times be described as the sink or swim syndrome. Until very recently, the care and feeding of the new teacher, the rookie, has not been a very high priority on anyone's list. The fresh new graduates from the ivory towers appear in September full of awe and high expectations, ready to meet the challenge of educating America's future. By the second week of the school year, many of them find themselves only concerned about surviving until the final bell of the day.

If they are blessed or born under a lucky star, as this author was, there might appear a fairy-god-teacher to answer their questions, bolster their spirits, give advice and balance in the face of chaos, support and cajole, suggest and direct and most

importantly truly care about the quality teacher the rookie can become.

Contrary to the popular opinion that a teacher is born, not made, and that you are as good as you will ever be upon graduation, teachers need years of training to become highly skilled professional educators (Huling-Austin, 1987).

New teachers face a myriad of major problems from teaching assignments out of their area of accreditation structural and philosophical isolation from other teachers, to a minimal knowledge base in classroom organization, planning, management, and discipline, and a lack of experience in student motivation and assessment (Barnes and Huling-Austin, 1984; Veenman, 1984).

In a survey conducted by the NEA, teachers identified those sources which provided them with knowledge and skills related to their job. As Figure 3 shows, the "definitely effective" sources are direct experience as a teacher, consultation with other teachers, and observation of other teachers. Mentoring possesses components which directly relate to two of the top three, and indirectly addresses the other of experience in the role of the mentor.

A DEFINITION OF MENTORING:

In the educational community, mentoring might be defined as a professional life-preserver for the beginning teacher. However, such a flippant description belies the intricacies and multi-faceted components of such a process. One school district in

SOURCES OF JOB-RELATED KNOWLEDGE AND SKILLS

Figure 3

	SOURCE EFFECTIVE IN PROVIDING KNOWLEDGE AND SKILLS	
	Definitely effective/ More effective than ineffective	Definitely effective
Direct experience as a teacher	99.3	91.5
Consultation with other teachers	94.3	52.2
Your observation of other teachers	90.3	49.5
Study and research pursued on your own	89.1	46.1
Professional conferences and workshops (other than those considered in-service training)	77.1	23.9
Professional journals	76.2	19.7
Undergraduate courses in field of specialization	74.7	30.7
Consultation with grade-level or subject-matter specialists	70.5	31.5
Graduate courses in field of specialization	74.0	36.7
Formal evaluation of your performance	60.9	16.0
Graduate courses in education	59.3	19.0
Consultation with building-level administrators	59.1	14.9
In-service training provided by your school district	53.2	12.9
Undergraduate education courses	52.7	13.0

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Arizona has defined mentoring as a process to encourage greater cooperation among teachers, to impact student achievement in a positive manner, and to facilitate teacher growth and success in the teaching profession (Bas-Isaac, 1987). A definition, it would seem, is derived out of the actions exhibited by its participants. Aimee Lee Ball (1989) in <u>Working Woman</u> states that, "Mentoring involves chemistry, serendipity, and sometimes reciprocity. What one person seeks out or finds in another is no more easily articulated in work than in love."

Mentoring, as an interactive relationship, could be defined by the arena of activities in which it is placed. It could be perceived as a structure in terms of the rite of induction or initiation - the transfer of knowledge. In the educational milieu, a mentor is the transmitter of the culture of the community we call "school". The mentor is the purveyor of the history and unwritten rules - formal and informal - which influence the operation of the "school". The transfer of this idiosyncratic knowledge base, ie., customs and traditions, embodies mentoring.

Mentoring is not designed to produce a clone of the mentor, but a unique identity for the beginning teacher created and nurtured through a process of selectivity used by the protégé to glean from the mentor specific qualities and experiences (Parkay, 1988).

Mentoring could also be envisioned as an exchanging of gifts. Nathalie Gehrke in <u>Toward a Definition of Mentoring</u> (1988) suggests that a definition of mentoring "should be steeped in the vocabulary

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and the spirit of the gift....The definition should capture the giving and receiving, the awakening and the labor of gratitude."

The interaction of the mentoring process provides not only for the development and extension of the protégé, but an opportunity for greater realization of potential for the mentor. Kaoru Yamamoto (1989) refers to a passage from The Art of Loving in which Eric Fromm speaks eloquently of this shared experience.

> What does one person give to another? He gives of himself, of the most precious he has... he gives him of that which is alive in him; he gives him of his joy, of his interest, of his understanding, of his knowledge, of his humor, of his sadness- of all expressions and manifestations of that which is alive in him...But in giving he cannot help bringing something to life in the other person, and this which is brought to life reflects back to him...In the act of giving something is born, and both persons are grateful for the life that is born for both of them (pp.24-25).

MENTOR TEACHERS:

The term "mentor" has an interesting derivation. According to Greek mythology, Odysseus left his family and kingdom to fight in the Trojan War. This mission was expected to take at least twenty years. Odysseus, therefore, decided to entrust his son, Telemachus, to his close and trusted friend, Mentor. Mentor carried out his duties superbly by watching over and advising Telemachus faithfully. The term "mentor" has come to mean a trusted and experienced counselor (Gray and Gray, 1985).

What are mentor teachers? Mentor teachers are experienced teachers who have mastered numerous instructional techniques and strategies and are dedicated to promoting excellence in the

teaching profession. Mentors act as guides, role models, sponsors, counselors, coaches, resources and colleagues for beginning teachers just starting their careers (Gray & Gray, 1985; Kent 1985; Kram 1980).

In order to successfully meet the needs of beginning teachers (protégés), mentors need to possess a variety of characteristics including sincerity, patience, confidence, flexibility, sensitivity, security, and tolerance for ambiguity. A mentor needs to be able to listen efficiently, communicate openly, demonstrate a thorough knowledge of the curriculum, transmit effective teaching strategies, and reflect and model the qualities of a professional who values the work. A strong commitment to excellence in education coupled with an altruistic attitude and an acceptance that teachers may be effective using a variety of teaching styles are also needed for positive mentoring to occur (Gray and Gray, 1985).

Utilizing these characteristics, a mentor becomes a confidante, sponsor, and door opener who is able to expose the protégé to new challenges, and provide the support and coaching that the protégé will need (Gehrke and Kay, 1984; Kram 1980). The protégé who possesses the qualities of creativity, innovation, motivation, adaptability, responsibility and responsiveness will be able to utilize the leadership and direction of the mentor to the fullest.

WHAT MENTORING IS NOT:

Teachers who mentor are asked to provide support and leadership to beginning teachers. In the past, this task has historically been an administrative charge. Now principals and mentors, in order to make the mentoring experience beneficial to all, must arrive at some type of arrangement for sharing this responsibility of leadership. Ground rules and their mutual creation and implementation are extremely helpful (Devaney 1987; Lieberman, 1987).

A positive relationship is based on trust and mutual respect between mentor and protégé and principal. A principal can be a significant contributor to the success of the mentoring process by being supportive (Lieberman, 1988).

The administrator needs to adhere to the guidelines of the mentoring/non-evaluative concept as well as providing a positive atmosphere, demonstrating a strong belief in the value of mentoring, modelling good mentoring behaviors and characteristics, and establishing an environment and resources for success (Lieberman, 1988).

The administrator must believe in the talents and abilities of the teacher, in the teacher's capacity to foster and promote professional growth, and in the value of the strengths and expertise of the teacher (Barth, 1985).

What happens if mentors and principals do not establish some ground rules? What can happen if a principal goes beyond the boundaries of acceptable behavior and asks for confidential

material? How can mentors prevent their colleagues from viewing them as an arm of the administration?

The following vignette from THE MENTOR TEACHER CASEBOOK (1986), illustrates these problems and effects:

> "I observed several of Tim's(pseudonym) classes, followed by post-observation conferences and other informal chats. As usual, I would first highlight the positive aspects of his teaching, briefly mentioning one or two suggestions he might work on to improve.
>
> During one of our post-observation chats, Tim mentioned he did not have enough time to properly prepare of his classes due to his new interest in working out in the gym during his conference period. I suggested that he might try some time management skills to make more efficient use of his time and reconsider the use of his conference period.
>
> Several days later, while I was meeting with a school administrator regarding mentor activities, he asked me to assist Tim in his lesson planning. Without any discussion, the administrator told me about Tim using his conference periods to work out.
>
> During Tim's evaluation, an administrator expressed to him his concern about Tim's use of his conference period and mentioned that I, as the mentor, was aware of it. This was the kiss of death. Tim incorrectly inferred that I had related this information to the administrator instead of the other way around. Subsequently, Tim did not avail himself of mentor time and stayed away from our new teacher meetings as well. After hearing about this through another new teacher, I met with Tim and explained the situation.
>
> The result of this experience is that I now try to avoid having conversations or even listening to comments about new teachers from administrators. The level of rapport between protégé and mentor hinges on strong confidentiality."

Nothing will destroy the mentoring process more quickly than the loss of confidentiality and the intrusion of the evaluation system.

Mentoring is not an extension of the evaluation system. Both processes are unique and non-aligned (Shulman and Colbert, 1986). Elizabeth Stroble and James Cooper (1989), in Mentor Teachers: Coaches or Referees, reinforce this concept and remind us that, "Assessment rarely coexists with unconditional support... New teachers perceive the mentor role as a collegial one that fosters empathy and support and disfavors the formal evaluative role."

Yet it is necessary for the mentor and protégé to be able to analyze and reflect upon the teaching process as exhibited by both. It would seem to be difficult to view the mentoring process as "authentic or successful without accurate assessment and open, honest discussion of teaching, preferably in a reciprocal manner" (Howey, 1989).

Perhaps it is then reasonable to suggest that the mentor's assessments, observations, and judgments lie outside the realm of the traditional arena of the evaluation process which is utilized to satisfy state or district regulations on placement, tenure, or advancement. The mentor's assessments are for the protégé only and form a working outline for the enhancement of the protégé's instructional proficiency.

MATCHING MENTORS AND PROTEGES:

The pairing of the mentor and protégé is an important component to the mentoring process. Not only must the mentor be looked upon as a successful teacher, but the mentor and protégé should teach in the same subject and grade level, have classrooms

in the same general area, and possess similar and/or compatible idealogies concerning teaching, discipline and classroom management (Borko, 1986; Gray , 1985; Huffman and Leak, 1986).

Selection and participation should be voluntary; however, it has not been proven that arranged mentor-protégé pairings do not work (Tanner and Ebers, 1985).

The selection process for mentors and protégés implemented by one school district in southern Arizona provides that new teachers, ie., first year teachers, new to the district, are assigned to a mentor by the principal.

This pairing is set for the school year barring any major philosophical or personality conflicts. The following year this pairing may continue or it may dissolve. The protégé may request another mentor (self-selection). The mentor may also opt not to work with the same protégé. However, lacking any numerical evidence at this time, it is perceived that the dissolution of the original pairing is not occurring with any frequency, and if it is occurring is not having a negative impact on the system or the mentoring process presently in place.

MENTOR/PROTEGE RELATIONSHIP:

The mentor/protégé relationship passes through four to five stages. During the initial stages there is time for getting acquainted and the formulation of a bond of mutual respect and admiration. The mentor and protégé build a working relation which fosters and promotes communication, thus creating a core for the

mentoring process. As the protégé successfully progresses under the tutelage of the mentor there can develop a disillusionment that there is very little left that the mentoring process can provide. This disillusionment can cause a parting or separation. The mentor is teamed with another protégé, and the protégé moves on into an arena of independence. The parting can also signal a movement from the mentor/protégé relationship to a peer relationship, friend and equal (Phillips, 1977).

Gray and Associates have prepared a model that outlines the types of assistance a mentor provides, which enables the protégé to eventually function as a teaching professional (Figure 4).

Because of the expansive range of beliefs, goals, and values held by individuals, social situations are rife with conflict. So too it can be with the mentoring relationship. In order to generate change or growth, conflict needs to be perceived as a positive vehicle. The use of this phenomena is known as conflict management. Making conflict work for you (Robert, 1982).

Conflict would seem to be inherent in the process of change and growth. The mentor/protégé relationship does deal with change and growth, so it is logical to assume that conflict may develop sometime (MILP, 1985). It then becomes necessary to identify conflict and its management as it relates to the mentoring process.

Conflict can be seen as a response to a need to defend or protect one's self from a threatening situation. The energy needed to generate and maintain a defensive posture diminishes the

Figure 4

MENTOR FUNCTION/ ROLES	M	Mp	A:P	mP	P
... feedback loop					
SITUATIONAL LEADERSHIP	● M tells P what to do	● M sells P on what to do	● M invites P's joint participation	● M delegates to P & supports	● P is self-directed
ROLE-MODEL	● P observes how M acts professionally with others	● M teaches P "the ropes" (gatekeeping)	● Dialogue about school's culture & ethos	● M supports P's ideals for change (gate-opening)	● P "fits in" & also promotes change
INSTRUCTOR/PROMOTER OF THINKING SKILLS	● Direct instruction of basic knowledge	● M queries P to check for comprehension	● Socratic dialogues; M facilitates application, analysis	● M arranges guided discovery-learning, facilitates synthesis & evaluation	● P self-educates
DEMONSTRATOR/ TEACHER	● M exemplifies, leads by example	● M shows P how uses demonstrations	● M & P jointly demonstrate something	● M supports P's demonstrations	● P demonstrates independently
MOTIVATOR/PROMOTER OF REALISTIC VALUES	● M displays enthusiasm P is receptive	● M positively reinforces & enculturates P; P positively responds	● M & P value each other's contributions; contract together	● M encourages P's experimentation/ideals; P conceptualizes new values	● P is characterized by new values, is intrinsically motivated
SUPERVISOR	● M gives directives, advice, assertions	● M suggests improvements P responds	● M & P brainstorm, agree on problem solutions	● M gives feedback, encourages & supports P's proposed improvements	● P self-evaluates & improves
COUNSELLOR	● M provides anecdotes, examples, cases	● M confronts P, suggests improvements; P responds	● M & P discuss/ contract for changes	● M listens to P's concerns, supports P's solutions	● P resolves concerns autonomously
PROMOTER OF INDIRECT MENTORING	● M arranges for P to learn from others (gate-opening)	● M prepares P to learn from others	● M & P discuss what P learns from others	● M helps P incorporate what was learned from others	● P internalizes new learning

energy needed to solve a problem successfully with others (Robert, 1982).

This intellectual energy is siphoned away from the situation or problem at hand. There is a cyclical impact. The defensive person does not perceive correctly the messages sent out because of distortion brought about by his/her need to protect and defend. The motives of the sender are questioned. This in turn can produce a defensive response from the sender of the original message in trying to correct or defend what they had first said. But, when an environment is perceived to be supportive, the level of defensiveness lessens. The meaning of the message can then be better analyzed and comprehended (Gibbs, 1961; Robert, 1982).

The management of conflict, the identification of viable solutions, and techniques for positive communication during conflict would appear to be possible areas of training which a mentor would need to be exposed to.

The mentor/protégé relationship can be enhanced with a positive approach to conflict. Such a process is visualized in Figure 5. The mentor and protégé collaboratively deal with confrontation through conflict management, problem solving, making decisions, and implementing solutions.

Figure 5

MENTOR/PROTEGE INTERACTION

Problem Solving

and

Decision Making

Collaboration   Conflict   Management

Confrontation

Collaboration   A joint effort

Confrontation   Communicate   negative   information   without
                                 fostering negative feeling. "Telling it like
                                 it is."

Conflict Management   Accepting, recognizing and directly dealing
                                 with conflict.

Problem Solving   Identify the problem, diagnose the cause,
                                 invent solutions, select best solutions, and
                                 put solutions into action.

Decision Making   Occurring throughout the entire process - how
                                 to do it and what to do.

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MODELING AND OBSERVATION:

The mentor and protégé need to engage in one-on-one interactive give-and-take scenarios. In addition, the mentor needs to provide opportunities for the protégé to observe a master teacher practicing a variety of instructional techniques. Modeling a desired behavior is a strong motivator. Modeling can and will change behavior.

A demonstration (modeling) by a mentor teacher provides the protégé with specific techniques, strategies and skills which are incorporated into specific lessons (Gray and Gray, 1985). It consists of:

1) A pre-conference.

2) The demonstration/modeling.

3) Post-conference.

Pre-conferencing provides a framework for identifying expectations. Knowing what is going to take place and what you are to look for can enhance the modeling process and give it greater meaning and value. The mentor and protégé establish the ground rules and identify the objectives during the pre-conference. At the post conference a discussion of what occurred, the perceptions and observations of the protégé and their relationship to the protégé's instructional techniques and needs can provide a fruitful

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learning experience and the beginning stages of professional sharing.

The protégé may request that the mentor observe some specified skill or strategy and prepare a critique of the observation. The process of pre-conference, observation and post conference is the same. This is a risk-taking situation, not only for the protégé but for the mentor who is being asked to assess the protégé's instructional technique. Given the objectives of the mentor/protégé relationship, this author recommends that such an observation and critique only take place after a mutually trusting relationship has been established between the mentor and protégé.

Figures 6, 7 and 8 provide an outline for conferencing, modeling and observation.

Figure 6

PLANNING
MODELING/OBSERVATION

Name of
Mentor: _____

Name of
Protégé: _____

_____ Modeling _____ Observation

Date: _____

Time: _____

===

Special Requests: _____

_____

_____

Objectives for the Lesson: _____

_____

_____

Concept/Skill to be Modeled/Observed: _____

_____

_____

Data/Notes taken by Mentor (Observation) _____
                        Protégé (Modeling)   _____

_____

_____

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Figure 7

MENTORING
MODELING

CONFERENCE SEQUENCE

Mentor		Protégé	
1.	Introduce Conference	3.	Questions about skill/ concept modeled.
2.	Give examples of skill/ concept modeled.	5.	Additional evidence skil-l/ concept used was ap-propriate.
4.	Evidence skill/concept was used appropriately.		
		6.	Questions about addition-al skills/concepts rela-ted to lesson modeled.
7.	Give additional sugges-tions and strategies which could be used whi-ch are related to lesson modeled.		
8.	Recap modeling and con-ference.		

===

SUMMARY

What did I do to facilitate this modeling and conference with the protégé?

Which of the skills/concepts modeled and observed could I find useful in my own teaching?

What could I improve to make the conference and modeling process even more productive for the protégé and myself?

Adapted from
Peer Coaching, Sue Wells Welch, 1987

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Figure 8

MENTORING
OBSERVATION

CONFERENCE SEQUENCE

Mentor		Teacher
1. Introduce Conference	3.	Give any examples you feel should be identified as used in the lesson.
2. Give examples from lesson on skill observed.		
	4.	Questions about skill used.
5. Give evidence the skill was used appropriately.	7.	Additional questions about other skills related to the lesson.
6. List variations of skills - give examples.		

==

SUMMARY

What did I do to facilitate the observation and conference with the protégé?

What could I improve to make the conference and observation process more productive for the protégé and myself?

What conclusions can I draw from the conference that will help me make future instructional decisions?

How will the information from this conference be most useful to my students and my teaching style?

CONCLUSION:

We should not forget one very strong motivator for the success of the mentoring process. The mentoring process offers the master teacher an arena in which to present his/her vast knowledge and expertise. Professional abilities and accomplishments are valued and looked up to. Not only is the beginning teacher rescued from the pit of professional isolation; so also is the mentor. Positive interaction in a collegial atmosphere can only serve to make the participants more successful.

Successful teachers produce successful students (Schlechty 1983).

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Appendix A

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MENTOR/PROTEGE EVALUATION SURVEY
MENTOR

Please answer the following inquiries by circling the best choice as it pertains to your mentoring experience. In some instances you will be asked to provide a written response.

1. Teaching Assignment: Elementary
                                   Primary K-3
                                   Intermediate 4-6
                 Middle School
                                   Subject Area _____
                                   Level(s) _____
                 High School
                                   Subject Area _____
                                   Level(s) _____

2. Building Assignment: Is your protege in the same building as you?

                                   Yes No

3. Years of Teaching Experience:

0-5 Yrs.   6-10 Yrs.   11-15 Yrs.   16-20 Yrs.   21+ Yr.

4. Similarity of Teaching Assignment of you and your protege:

Not Similar   Somewhat Similar   Quite Similar   Identical

5. Your Highest Level of Formal Education:

Bachelor's Degree

Master's Degree

Master's Plus Additional Formal Study

Master's Plus Additional Certification

Doctorate

6. Your Participation in District Orientation/Inservice Programs:

    EEI   Yes No

    Mentor Training   Yes No

    Other(s) Please List:

7. How Often Did the You and Your Protege Meet?

    Daily Weekly Twice Monthly Once Monthly   Less than Monthly

8. Number of Times You Observed Your Protege Teaching a Lesson:

    None   1-2 Times   3-4 Times   5-6 Times   7+ Times

9. Number of Times Your Protege Observed a Lesson Being Taught:

    None   1-2 Times   3-4 Times   5-6 Times   7+ Times

10. How Often Did You and Your Protege Discussed Each of the Following?
    Teaching Strategies

            Daily   Weekly   Monthly   Less than Monthly
    Classroom Discipline

            Daily   Weekly   Monthly   Less than Monthly
    Building Policies/Procedures

            Daily   Weekly   Monthly   Less than Monthly
    District Policies/Procedures

            Daily   Weekly   Monthly   Less than Monthly
    Curriculum

            Daily   Weekly   Monthly   Less than Monthly

Materials/Supplies

    Daily   Weekly   Monthly   Less than Monthly

Morale/Personal Support

    Daily   Weekly   Monthly   Less than Monthly

Professional Goals

    Daily   Weekly   Monthly   Less than Monthly

11. How Helpful to Your Protege Do You See Yourself in Regards to the Following?

Teaching Strategies

    Not At All   Somewhat   A Great Deal

Classroom Discipline

    Not At All   Somewhat   A Great Deal

Building Policies/Procedures

    Not At All   Somewhat   A Great Deal

District Policies/Procedures

    Not At All   Somewhat   A Great Deal

Curriculum

    Not At All   Somewhat   A Great Deal

Materials/Supplies

    Not At All   Somewhat   A Great Deal

Morale/Personal Support

    Not At All   Somewhat   A Great Deal

Professional Goals

    Not At All   Somewhat   A Great Deal

12. How Likely Is It That You will Remain In the Teaching Profession?

        Very Unlikely   Somewhat Likely   Very Likely

13. Do you think This Year's Teaching Experience Was Positively Affected By Being A Mentor?

        Not At All   Somewhat   A Great Deal

14. What Do You See as the Positive Aspects of the Mentoring Program in this District?

15. What Do You See as the Negative Aspects of the Mentoring Program in this District?

16. Suggestions for Improvement:

Appendix C

MENTOR/PROTEGE EVALUATION SURVEY
PROTEGE

Please answer the following inquiries by circling the best choice as it pertains to your mentoring experience. In some instances you will be asked to provide a written response.

1. Teaching Assignment: Elementary
                                   Primary K-3
                                   Intermediate 4-6
                      Middle School
                                   Subject Area _____
                                   Level(s) _____
                      High School
                                   Subject Area _____
                                   Level(s) _____

2. Building Assignment: Is your mentor in the same building as you?

                              Yes   No

3. Years of Teaching Experience:
  0-5 Yrs.   6-10 Yrs.   11-15 Yrs.   16-20 Yrs.   21+ Yrs.

4. Similarity of Teaching Assignment of You and Your Mentor:

   Not Similar   Somewhat Similar   Quite Similar Identical

5. Your Highest Level of Formal Education:

   Bachelor's Degree

   Master's Degree

   Master's Plus Additional Formal Study

   Master's Plus Additional Certification

   Doctorate

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6. Your Participation in District Orientation/Inservice Programs

        EEI Training Yes No

        Other(s) Please List:

7. How Often Did You Meet with Your Mentor?

   Daily   Weekly Twice Monthly Once Monthly   Less than Monthly

8. Number of Times Your Mentor Observed You Teaching a Lesson:

   None   1-2 Times   3-4 Times   5-6 Times   7+ Times

9. Number of Times You Observed a Lesson Being Taught?

   None   1-2 Times   3-4 Times   5-6 Times   7+ Times

10. How Often Did You and Your Mentor Discussed Each of the Following:

   Teaching Strategies

       Daily   Weekly   Monthly   Less than Monthly

   Classroom Discipline

       Daily   Weekly   Monthly   Less than Monthly

   Building Policies/Procedures

       Daily   Weekly   Monthly   Less than Monthly

   District Policies/Procedures

       Daily   Weekly   Monthly   Less than Monthly

   Curriculum

       Daily   Weekly   Monthly   Less than Monthly

   Materials/Supplies

       Daily   Weekly   Monthly   Less than Monthly

Morale/Personal Support

       Daily   Weekly   Monthly   Less than Monthly

Professional Goals

       Daily   Weekly   Monthly   Less than Monthly

11. How Helpful Has Your Mentor Been in Each Of the Following?

Teaching Strategies

       Not At All   Somewhat   A Great Deal

Classroom Discipline

       Not At All   Somewhat   A Great Deal

Building Policies/Procedures

       Not At All   Somewhat   A Great Deal

District Policies/Procedures

       Not At All   Somewhat   A Great Deal

Curriculum

       Not At All   Somewhat   A Great Deal

Materials/Supplies

       Not At All   Somewhat   A Great Deal

Morale/Personal Support

       Not At All   Somewhat   A Great Deal

Professional Goals

       Not At All   Somewhat   A Great Deal

12. How Likely Is It That You will Remain In the Teaching Profession?

      Very Unlikely   Somewhat Likely   Very Likely

13. Do you think This Year's Teaching Experience Was Positively Affected By Having A Mentor?

      Not At All   Somewhat   A Great Deal

14. What do you see as the positive aspects of the mentoring program in this district?

15. What do you see as the negative aspects of the mentoring program in this district?

16. Suggestions for improvement:

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