Dimensions in Mentoring

A Continuum of Practice from Beginning Teachers to Teacher Leaders

Susan D. Myers and
Connie W. Anderson (Eds.)

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Edited by

Susan D. Myers and Connie W. Anderson
Texas Tech University, Lubbock, Texas USA
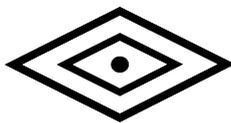
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DEDICATION

This book is dedicated to all of our mentors; those past, present, and future.

ACKNOWLEDGEMENTS

Dimensions in Mentoring

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SUSAN D. MYERS AND CONNIE W. ANDERSON

INTRODUCTION

Considering Mentoring from Different Perspectives

Mentoring has long been a topic of interest, research, and discussion in multiple arenas of practice; businesses, schools, military, churches, to name just a few. While the benefits of mentoring and mentoring relationships are typically agreed upon, there are various specific styles or formats in the way mentoring activities are implemented. The very synergistic nature of mentoring implies that perhaps there is neither one best practice nor one lens with which to examine all of our unique experiences.

The title of this book, *Dimensions in Mentoring: A Continuum of Practice,* reflects just a few of the types of mentoring one can find within the contexts of schools. *Dimensions* implies that while we may agree on what mentoring may look like or on some of the general characteristics of what makes an effective mentor, there are many layers and aspects of mentoring that are more nuanced. The book is divided into three sections, where we examine mentoring and induction from differing dimensions; pre-service teachers and other students, those who are practicing mentors in the field, and those who mentor in academia or beyond.

Our primary purpose in preparing this edited edition on mentoring was to include voices not typically included in published books on this topic. We encouraged collaborative writing among students and their colleagues in the academic world; we solicited works from authors who were students in teacher preparation programs, as well as those who are actively mentoring school administrators who are facing multiple challenges as they experience dramatic changes in their local contexts. Additionally, we encouraged authors who might not consider themselves as mentors to examine their practice as to how they perform mentoring activities in their daily activities. We also wanted to include a wide variety of topics as well as writing styles. Within the chapters contributed, there are narratives, reader's theater pieces, as well as more structured studies. Our intent was to give voice to all who wished to share their ideas and promote an inclusive tone that connected all of their writings within the overarching theme of mentoring and being mentored.

The book is divided into three sections to illustrate the continuum of practice. Section 1 covers the experiences and concepts of mentoring pre-service teachers and other college-age students. You will read a narrative from a non-traditional teacher candidate as he shares his experiences in developing his identity as a beginning teacher. Other chapters in this section provide ideas on how service

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learning can be integrated into teacher preparation coursework to instill a sense of context and community as beginners enter the profession. Other authors share their ideas about specialized programs, such as Mentor Tech, a university initiated program for first-time college students from underrepresented populations to a classroom teacher who provides us with insight and guidance with detailed activities for mentoring a student teacher.

The second section focusses more on different forms or dimensions of mentoring experienced from those in the field. We use the term "field" broadly, referring to classrooms, either traditional or online. The field can also reflect the experiences of a shared partnership between university faculty and classroom teachers or school administrators.

The final section provides examples of how mentoring is exemplified primarily in the academic world. While there are numerous books dedicated to this topic, most appear to represent those beginning their profession in academia. We wanted to broaden those experiences to include not only those new to the professoriate but also those more seasoned faculty members. Less is written concerning how we grow and how we are mentored as tenured faculty or the unique experiences we share as we develop into professional mentors with our colleagues. Of particular interest is the chapter on how we can utilize the precepts of emotional intelligence to develop our own communication skills, increasing not only our own resiliency but also the resilience of others we mentor.

As authors, between us we represent over thirty years of working as educators and hopefully as effective mentors. Our personal experiences vary widely and provide us with a rich source of information as we work collaboratively with teacher candidates and classroom teachers.

We hope you find this book useful either personally or as a tool to promote increased dialogue on mentoring. There is something to learn from the three varied sections and range of authors that can assist each of us as we become better mentors or participate in mentoring relationships. The dimensions of mentoring we experience are static and always in a state of flux. As you reflect on how specific mentoring experiences have impacted you throughout your life, perhaps you can also identify areas where you are a mentor to someone.

MARGARET JOHNSON

TEXAS TECH UNIVERSITY

SECTION 1: MENTORING PRE-SERVICE TEACHERS AND OTHER STUDENTS

INTRODUCTION

We often think of mentoring in educational settings as a process that begins with new teachers in their first professional positions; however, mentoring actually begins earlier than that. In the chapters that comprise this first section, authors explore the mentoring process on the college level for college students before they complete their teacher education programs. By looking at the pre-service mentoring process from a variety of perspectives, the authors reveal elements that promote the success of the mentoring relationship.

The section begins with a chapter by Reagan Mason, a non-traditional teacher candidate. He describes the development of his identity as a teacher (Soreide, 2006) as a process that happened within his relationship with his mentor teacher. As a former salesman, Mason used his negotiating skills to interact with his mentor and other experienced teachers in his school. His personal experiences from the stance of a more mature candidate provide insights into the experiences of his younger colleagues.

The chapter by Reese Todd explores teacher candidates growing into the profession through service learning. Teacher candidates are asked to expand their experiences beyond their individual classrooms and engage is a school-wide project. Often the candidate will be working with a mentor teacher on a mutual project or task. The assignment enables pre-service teachers to attempt the role of engaged citizenship and develop an ethic of service.

The most traditional pre-service teacher mentoring situation is addressed by Deanna Bermudez who takes the reader through the year of a student teacher and mentor teacher. She shares the aspects of learning to teach that can only be learned "on the job," such as school culture and climate, building relationships in the building, parental involvement, and classroom management. She emphasizes the role of the classroom mentor teacher in assuring that the student teacher is able to transition into the position of professional educator.

Connie Anderson and Cory Powell take on the challenge of ensuring success of first generation minority college students. They describe Mentor Tech as a model program that links protégés with mentors to provide personal, academic, and financial support. The program, located in a large public university, serves about

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125 new students a year. The authors attribute the success of the program to the relationships that develop, and they illuminate those relationships through the voices of the protégés and the mentors.

Craig McCarron applies cognitive science to the mentoring relationship, calling on Vygotsky (1978) and others to develop a set of scaffolding activities to promote learning. Looking at mentoring as both a science and an art, McCarron argues against the notion of a "mismatch" as the culprit for mentoring failures. Instead, he describes activities (such as demonstrating professional skills and collaborative planning) to promote mentoring success.

The final chapter in this section is by Mellinee Lesley; the author describes the process of teacher education from course work to practice. Lesley studied the progress of one teacher candidate who was a strong and willing participant in a content area literacy class but then did not implement the practices she learned in class in her student teaching. Lesley concludes that course work is not enough, that candidates need to *see* the approaches they learn about in place to be able to do them themselves. Lesley advocates increasing the connections between the instructors providing candidates' course work and the mentors in the schools, seeing the student teacher as an agent within the school setting.

All chapters in this section address the mentoring relationship and provide suggestions for making that relationship successful. The mentoring process in education is indeed on a continuum, and begins with college students still in the process of completing their certification and degree programs. The voices of multiple participants in the early stages of the continuum indicate the importance of attending to the mentoring of the pre-service teacher.

REAGAN MASON

TEXAS TECH UNIVERSITY

1. PRESERVICE TEACHER IDENTITY

Developing Teacher Identity at 45

YEEEEE! "explodes out of my chest again, but through long practice the convulsive shiver throughout my upper body doesn't reach the lightly tapped steering wheel of my old Jeep. "Dad, would you stop that!" I know my daughter genuinely tires of the way I cope with high excitement and anticipation but I don't dare stop managing my emotions. Only student teaching and a capstone course lie between me and being a college graduate, and soon the anxious nervous waiting will end and student teaching will begin." (Personal journal entry January, 2010)

INTRODUCTION

January 19th, 2010, my first day of student teaching, was roughly twenty-six years and nine months after the day I dropped out of high school in the spring of 1983. Later that fall, after getting a GED, I began college with antipathy towards K-12 education and no intention or desire to ever become a teacher. The series of personal transformations, setbacks, and achievements that led to my pursuit of a teaching career in middle age made me extraordinarily sensitive to self-reflections about my own preservice teacher identity; eventually I discovered, while pursuing my Master's degree, that preservice teacher identity is an expanding and evolving field in educational research (Beauchamp & Davis, 2009). The student teaching practicum creates the opportunity for preservice teachers to begin to develop their identity as professional educators, most often within the context of their relationship with the mentor teacher to whom they are assigned (Rajuan, Beijaard & Verloop, 2010).

In accordance with the importance of the student teacher-mentor relationship implied by literature and theory, I vividly recall my initial meeting with my mentor. During my first day of student teaching, according to my journal and my memories, I spent the day observing 'Ms. Taylor,' grading papers, and learning how to use grade book and attendance software. By mid-morning, I felt comfortable asking questions and interacting with the students. Luckily, my mentor teacher was and is a laidback, confident person with a sense of humor and a

common sense approach to teaching. I enjoyed my first day as a student teacher and it set the tone for the entire experience. Although stressful, my student teaching experience evokes vivid memories, powerful feelings and images, and largely positive responses. It was a transformative and positive experience in my life. Many of my fellow student teachers reported largely negative experiences when we shared "war stories" at communal events and casual encounters, but whether positive or negative, we all shared stories about our students, our mentor teachers, and our failures and successes.

Exploring the formation of my personal teacher identity while sharing narratives and exploring emerging themes, this autoethnography compares and contrasts my experience with both theoretical constructs and composite characterizations of others in my student teaching cohort. My goal is to engage others in what was an important four months of my life and to provide a vehicle for the discussion of how these experiences can assist others who work with preservice teachers as they begin their professional careers.

This study attempts to explore the following questions: How important is the relationship between a student teacher and his/her mentor teacher during the practicum? What experiences helped me most during my student teaching that I feel might help others on both sides of the student—mentor relationship? What insight can I tentatively offer to foster the development of teacher identity within the student teacher-mentor teacher relationship?

This chapter begins with a brief literature review of research related to student teaching and teacher identity formation, followed by a narrative of relevant excerpts from multiple data sources collected during the student teaching semester that illustrate and illuminate these themes. I then offer some implications for practice from the perspectives as both a mentee and a mentor for those who work with student teachers in school settings. Finally, I conclude with some reflections on how my journey may impact my future as a teacher as well as providing an exercise for others to use within various contexts.

RELEVANT LITERATURE AND PERSONAL CONTEXT

As vast literature exists on student teaching experiences, mentoring preservice teachers, and teacher identity, this chapter will focus on only a small portion of research specifically relevant to my narrative. The very definition of identity within an educational setting may be a hotly debated term (Beauchamp & Davis, 2009). Many researchers bemoan the absence of a single working definition of the term teacher identity and then propose another one; for my purposes the term identity refers to the socially constructed and negotiated self-conception of the individual. Typically in relation and response to the problem of high rates of attrition among new teachers, pre-service teacher identity research seeks to analyze the transformation, and all too often the failure of transformation, of student teachers into teachers. Teacher identity is typically studied in three categories-identity formations, characteristics of identity, and identity narratives (Beijaard, Meijer & Verloop, 2004). Of specific importance to my results, Gunn

Elizabeth Soreide states that the narratives of teachers' lives provide the best opportunity to analyze teacher identity; more importantly, Soreide theorizes that the development of preservice teacher identity involves negotiating and positioning within the complex of relationships inherent in a school environment (Soreide, 2006).

The importance of understanding preservice teacher identity informs the work of several researchers, including Catherine Beauchamp and Lynn Davis. Besides masterfully surveying the varieties of applications and the complexities of definitions of teacher identity, Beauchamp and Davis advocate for awareness and support of the development of preservice teacher identity for teacher education programs (Beauchamp & Davis, 2009). The possible-selves theory (Markus & Nurius, 1986), already commonly applied to second career transitions, suggests that considerations of possible future identity help to determine and motivate current behavior; the application of possible-selves theory to preservice and beginning teachers provides the possibility of further understanding how to support capable people interested in teaching through making the transition to secure socially and professionally constructed roles within the profession (Hamman, Gosselin, Romano & Bunuan, 2010).

Much of my personal context seems, in retrospect, to frame myself as an autoethnographer like journal literature frames a research question. My childhood included fairly comprehensive neglect, including a failure to teach social norms. As a result, by mid-adolescence I had learned to observe my peers on how to act and how to "fit in" with a group while being fundamentally different. Also, having been identified as a gifted student created a sense of isolation for me among my peers. Since I had been reading books written for adults since second grade, my vocabulary and interests left me more comfortable talking to the teachers as peers but my social circumstances and my participation in sports and school newspapers and forensics/debate required me to work cooperatively within my age group. When I returned to college in middle age and participated in a traditional undergraduate teacher preparation program, I was once again participating in classes and activities with fellow students who I often observed as an outsider while participating as an insider. In many ways much of my entire life has been an anthropological excursion.

METHODOLOGY

"Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience…as a method, autoethnography is both process and product" (Ellis, Adams & Bochner, Autoethnography: an overview, 2011). Largely informed by the methodology and work of Carolyn Ellis, I have distilled my extended engagement with student teaching into a narrative with themes derived from a close reading and rereading of my personal journal I kept during my practicum. Being a self-aware but enthusiastic neophyte autoethnographer with a background

in writing fiction, I have been careful to triangulate themes to avoid letting my desire for dramatic narrative trump accuracy. In addition to my journal from student teaching, engagement with a reflexive journal, artifacts from my student teaching including notes and student products, and an interview with my mentor teacher inform my narrative. All data sources have been examined for emergent themes in accordance with grounded theory as described by Kathy Charmaz (2006).

The following section begins my personal narrative highlighting some of the more salient experiences of my student teaching semester. My intention is to focus on several incidents that I feel directly impacted my journey in self-awareness and my emerging perceptions of teacher identity. Any names used in the telling of my story are pseudonyms, and several of the participants' quotes are compilations gathered from my journal notes and other sources.

My Personal Narrative…Capstone Dialogues and Musings

"I've never taken a student teacher to the computer lab," Maggie said.

"I think the students could use some practice on computers and I have an idea for a newsletter set during the Texas Republic…Is there a way I can convince you?" I replied. She explained that it wasn't so much her as the technology teacher I would need to convince, and I quickly set off to close the deal. Twenty minutes later I had a computer lab scheduled for the following week. (Personal Journal Entry; January, 2010).

A few hours later I arrive at the downtown central office of the school district and head for the large room where almost eighty student teachers have been meeting in once a month since January. Most of the pre-class conversation centers on how welcome spring break will be and what plans are in the works, but the inevitable discussion about mentor teachers–what they allow, what they won't consider, whether or not they stay in the room or leave, whether they give feedback–quickly follows the vacation small talk. Whenever two or more student teachers meet the conversation quickly turns to mentor teachers—how they are and whether they allow the student teacher to use their own lessons. Circulating among fellow student teachers the same age as my oldest son, I look for an empty table on the edge of the arranged work spaces near an exit but a good view of the action. I like to count the number of people texting while the instructors are talking.

Tonight we have a guest lecturer; a woman from Human Resources presents tips and discusses processes for applying for jobs after student teaching. I quickly notice the same people who raise their hands to answer the instructors' prompts are the ones raising their hands like their arms are attached to jack in the boxes for the HR guru. More conversations swirl around me about mentor teachers not relinquishing the authority of their classrooms even slightly to their student teachers, but more people are excitedly talking about their lessons and whether they "clicked" with the students.

Interlude for Reflection

An extensive examination of my data sources in an effort to determine emergent themes, identified negotiation skills as one primary recurring theme for a successful student teaching experience. In light of Soreide's (2006) research linking successful teacher identity development to negotiating and positioning in a school culture, the lack of knowledge of how to successfully negotiate with their mentor teachers created a stumbling block for many of the student teachers in my cohort. Since I spent many of the intervening years between high school and student teaching as a salesman, I was able to negotiate with my mentor and others in the school to politely but successfully implement many of the research based practices I learned in my university program while many of my fellow student teachers commented they were not allowed any personal expression of their own educational philosophies (Personal Journal Entry March, 2010). Current research suggests that matching expectations between the student teacher and the mentor teacher may be the key to successful student teaching practicum (Rajuan, Beijaard & Verloop, 2010). Interestingly, even after my prolonged engagement with student teaching, it was not until I began writing narratives and examining the entries written in my reflexive journal that I realized that negotiating skills (i.e. the skills of a professional salesman) were the essential life skill that led to what I perceived as my successful student teaching experience when so many in my cohort were consistently negative in their outlook (Personal Journal; Spring,2010).

Of course, mentor teacher and student teacher relationships vary tremendously; as noted, some current research indicates that how the expectations of both parties in the relationship mesh or fail to mesh is the most important indicator of a successful mentor/student teacher relationship (Rajuan, Beijaard & Verloop, 2010). All relationships within schools are created and maintained by a process of positioning and negotiating, including the negotiation of expectations and perceptions of capability (Soreide, 2006). It might be fruitful to specifically instruct student teachers in ways to courteously negotiate with their mentors.

Regardless, my prolonged engagement with fellow student teachers revealed that the student teacher—mentor relationship is viewed as absolutely the biggest factor of the success or failure of the practicum experience in the student teachers' perspective. In the light of the importance of this relationship to the student teacher, the lack of experience and confidence in the techniques of persuasive negotiation that I took for granted during my practicum is a troubling void in the education of potential teachers.…

My Story Part Two

"Mrs. Carr wants to know if you are going to substitute teach after you're done here," Maggie announces one morning a few weeks before the end of my student teaching practicum. "I think they might want to hire you for the fall," she adds. I'm a little taken aback; the school district is cutting teaching

positions at some schools and all the teachers on the surplus list have to get new jobs before new hiring is considered. Being a history teacher and **not** a coach is a major downside to most school principals, I've been told repeatedly by various sources.

All day I notice certain incidents. Teachers are initiating conversations with me who previously appeared unaware of my presence a few months earlier; the woman at the breakfast cart responds to me by name when I say thank you for the biscuit and sausage. Later that afternoon the woman who facilitates testing comes by to make sure when my final day of student teaching is scheduled to occur—she wants me to cover classes during testing to free up a few more teachers to administer the state exam. I begin to feel like I might want to be a regular part of this school. Several of my students have asked me if I might get a job at the high school the middle school feeds into–they want me to teach them again. It feels good.

Lately I notice my journal entries have been less about school culture and teaching and more about individual students. One particular student, a bright kid with a extreme lack of enthusiasm for being in school and even less intention of doing anything a teacher asks of him has been the focus of my attention. I like him, I want to connect with him and see if he can engage with school. Another student I used to experience behavior problems with has been much improved since we worked in the computer lab on a newspaper project weeks before—I had made a special attempt to praise her project while we were taping them to the wall. I wish I could find a creative way for her to show what she knows every unit; she doesn't do well on the multiple choice tests the district insists we use.

"How's everybody doing today," I say as I always do on my way from my passing period post in the hall to the desk where I take attendance. Scanning the seating chart while the students quickly answer the bell work question on the overhead, I talk individually to a few students before I turn on the lights to begin the day's lesson. Today the whole class is being disruptive and as I step solidly towards the door to close it I hear somebody say "Be quiet-he's going to get mad." One of the things I like best about children is that you can seldom hide your displeasure or other thoughts from them and they are usually honest; today is my second to last day to be their teacher.

Yesterday I taught about recognizing bias using civil war propaganda; today I'm going to teach about slavery. Not very comfortable for me—my own kids—who I generally refer to as my 'monsters' – have made me very aware I have too much white liberal guilt to be color-blind. Hope this goes okay…

….*A few weeks later*…wow – no job. I feel kicked in the stomach; I really thought it was going to work out when Maggie told me the sixth grade social studies teacher was leaving. I guess the surplus list was pretty long…wish I didn't feel like crying, must have been obvious to Mr. Douglass how disappointed I am…Theresa will be upset…damn damn damn…can't believe they're throwing me out of here and I have to come back and smile and substitute teach…I'm such an idiot…I need to catch my breath. (Journal entry, April 2011)

IMPLICATIONS FOR PRACTICE

Even as a usually self-aware, often self-conscious, middle-aged, experienced adult, despite my realization of the importance and significance of the student teaching experience I confess I was consistently wrong in my basic assumptions about the reasons for the outcomes of many of my experiences, It seems undeniable in contrast that consciously promoting the negotiating skills I took for granted would benefit student teachers. Negotiating with my mentor about lesson plans and expectations of autonomy versus support, negotiating with students about behavior and expectations, negotiating with the school culture about my role and competence, I constantly utilized the vocational skills of a salesman to engage with the process of developing my identity as a teacher in harmony with Soreide's theoretical construct of identity formation (Soreide, 2006). Mentor teachers and teacher educators may do well to consciously promote more self -awareness amongst student teachers as to their own expectations for their practicum and provide more tools to promote successful positioning and negotiation within school culture. As the generally older, more experienced partner in the student teacher—mentor relationship, mentor teachers should actively facilitate negotiations of basic expectations to improve outcomes (Rajuan, Beijaard & Verloop, 2010).

CONCLUDING THOUGHTS

The slavery lesson my second to last day of student teaching led to one of my best memories of student teaching. A student's mom came in the next week and expressed to me that my telling her son that slavery once had nothing to do with the color of one's skin had provoked some great dinner conversation for her family; I received a big hug and a warm fuzzy feeling that helped me cope with the principal telling me I was great but he didn't have a job for me. I never realized how much I wanted to teach at that specific school until I didn't get a job offer due to a local reduction of the teacher workforce. Slightly above 70 percent of the student body qualifies for free or reduced lunch, and partly in response to my childhood experiences I feel drawn to teaching students who need an adult who understands poverty and its effects. The following fall I took a long term substitute position in the school that quickly led to a full time position. As a former salesman/small business owner, I often run into old business acquaintances curious about my present circumstances. Currently in my second year in the classroom, sometime in the last couple months, without my consciously noting it at the time, my answer changed. It used to be "I'm teaching at…" Now I say "I am a teacher."

EXERCISES

Successful negotiating relies on understanding the point of view and the needs of the person with whom you're negotiating and presenting your own needs in the best possible light. Many student teachers may fail to realize that they are a guest in their mentors' classroom and accidently cause alienation through what is

perceived as arrogance; many others may be too timid to express their needs and ask for some leeway to seek common ground.

One possible solution: role-playing. Have education students pair up, with one student playing the part of the mentor and one the part of the student teacher. (Alternatively, a college of education instructor could play a role, or even a guest experienced mentor teacher.) Have students initiate and resolve negotiations of issues suggested by the instructor or by fellow students. Above all, follow these precepts and provide multiple opportunities to engage in mentoring conversations that emphasize, support, and encourage:

- Courtesy and respect and giving way graciously at all times!
- Humor!
- Reducing arrogance!
- Having fun!

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REESE H. TODD

TEXAS TECH UNIVERSITY

2. GROWING INTO THE TEACHING PROFESSION THROUGH SERVICE LEARNING

INTRODUCTION

Growing into the teaching profession requires more than passing certification exams and completing required university courses; it requires an understanding of the "big picture" of learning within the context of a community (Darling-Hammond & Bransford, 2005; Buchanan, Baldwin & Rudisell, 2002). An environment where creativity is valued and where an ethic of service is nurtured establishes a place where pre-service teachers gain a sense of the whole rather than a piece-meal, test-driven picture of the profession. Research studies indicate that the big picture approach deepens understanding and allows students to integrate and use more of what they learn (Hammerness & Darling-Hammond, 2005; Wade, 1997). Service-learning pedagogy provides such a framework and encourages dialogue with experienced educators to establish a plan of action, to reflect on their experiences through an academically informed lens, and to celebrate solutions within the local or global community. The relationships that emerge through partnerships create a synergy that some describe as mentoring (Mullen, 1999; Tietel, 2001; Portner, 2005).

Service-learning offers new teachers a practical and academic means to glimpse the "vision of professional practice" that is at the heart of preparing teachers for a changing world (Darling-Hammond & Bransford, 2005, p. 11). Research shows that students, who engage in service-learning during field experiences, share their experiences with enthusiasm and show a deeper understanding of the multiple dimensions of the role of a teacher (Buchanan Baldwin & Rudisell, 2002; Cochran-Smith & Lytle, 1993; Furco, 2001). In that learning process, they are partners with experienced educators meeting very real needs of the learning community, and they learn the value of community partnerships in paying attention to the whole child within his/her world.

Learning about the role of engaged citizenship is embedded in the curriculum through the content of social studies. The National Council for the Social Studies ((NCSS, 1994; Parker, 2012) clearly identifies learning to participate as active citizens in the political, civic, and economic life of our society as the goal of social studies education. Darling-Hammond and Bransford (2005, p. 10) remind us that in addition to the professional expectation of knowledge and skills, "in the United

States, education must serve the purposes of a democracy" (p. 10). Thus, as a social studies teacher educator, I am concerned when social studies education is given a back-seat in the curriculum. The task of teaching and learning the values of citizenship in our democracy present a daunting challenge for professional educators, even in the best of times.

NEED FOR CITIZENSHIP EDUCATION

As the program coordinator of an elementary teacher certification program at a large university, one of our primary goals is to graduate teacher candidates who can effectively educate young learners and engage in professional practices in the communities where they teach. From my perspective as chair of the social studies program and instructor of field-based methods courses, I became increasingly aware that our pre-service teachers often had limited opportunities to observe or teach social studies lessons. They frequently reported they could not teach a social studies lesson during their field-placements because "my teacher says she does not teach social studies." How could they learn to teach children about being citizens in the world? Certainly, the university cannot demand that our school partners teach particular content; however, when I looked at the bigger picture, state and national standards did expect social studies instruction in elementary schools and accrediting entities expected social studies instruction in teacher preparation.

I began to reflect on what was essential within our teacher preparation program. Surely, it was more than another lesson on the Civil War or labeling rivers on a map. When I observed pre-service teachers at elementary schools, I saw mentor teachers actively engaged in the kind of social studies education I wanted my students to do. They were directing music programs for children to entertain their parents, serving doughnuts to encourage dads to have breakfast with their kids, collecting coats for children in the winter, or planning celebrations to recognize students' academic success. My students, however, missed the big picture because they were too narrowly focused on completing an assignment to teach a social studies lesson.

In an effort to make field-based assignments more connected and explicit within the context of the methods course, I restructured social studies tasks according to service-learning principles with three cohorts of elementary pre-service teachers. The purpose of these assignments was intended to shift the perceptions of pre-service teachers who often approached the field-based placement with an attitude of "*What can you do for **me**?*" to a more thoughtful and critical, "*What can I do for **you**?*"

The following questions guided my inquiry:

- *To what extent did service-learning pedagogy embody essential elements of teacher preparation with pre-service elementary teachers?*
- *How was service-learning articulated within the context of field activities?*

In this chapter, I will present a descriptive case study focused on one cohort of elementary pre-service teachers who interacted with their mentor teachers through the lens of service-learning pedagogy. Through informal interviews, reflective journaling, and extensive field notes, I examined how teacher candidates developed a sense of an ethic of service and how that process impacted their mentoring relationships and the larger school community.

I begin with a brief overview of the contextual framework of service-learning pedagogy, and then provide a description of the case study and the themes that evolved from the cohort as they participated in specific service-learning activities. The discussion of the results of my inquiry provides a rich source of data for implications for practice for others who wish to include these types of activities into teacher preparation courses. I conclude with a brief activity of "thoughtful questions" that can be used for class discussions, online discourse, or professional development activities.

Understanding Service Learning

When I first introduced the service-learning assignment, students saw it as just another task to incorporate into their 4-week field experience. They asked me to tell them exactly what to do so they could check it off their list, a typical response among our 20-something students. Instead, I met with several former students who were becoming mentors for these future teachers. I explained the assignment to them in terms of the learning process—identifying a need, solving problems with school partners, and carrying out the project. Allison's response was typical. She immediately thought of several projects but understood her new role guiding pre-service teachers to discover the need at the school on their own terms. She offered them encouragement as six of them decided to volunteer hours alongside some teachers in a project that eventually earned $800 in matching funds for the elementary school store. Subsequent teacher interviews and students' reflective journals confirmed the project was far more than checking a task off a list. Service-learning, indeed, takes many forms within a community.

Service-learning is often misunderstood as synonymous with volunteerism, community service, field-experiences, or internships. However, for the current discussion, the distinctions are important (Furco, 2010 g), particularly in service-oriented professions such as teacher education. It does matter how the service relates to the overall academic preparation. I learned more about the importance of the words when I served as a member of the university council of service-learning and we adopted a definition of service-learning for our campus. The hyphen in the term *service-learning* communicates the relationship between service and learning that characterizes the pedagogy (Eyler & Giles, 1999; Jacoby, 2003; Furco, 2001). The punctuation represents the dependence of the words on one another in our thinking as well as in our practice. Other forms of volunteerism and community service do not necessarily rely on our learning to complete the service, but with service-learning participants apply the skills relevant to that field to address needs of community partners. As a mentor with the Service-Learning Faculty Fellows

program and a reviewer of manuscripts and conference proposals, I find people often struggle to articulate the relationship between the service and the academic goals.

Another aspect of service-learning that matters is that it is carried out as a partnership between the teaching institution and the community agency/school. The expertise of the community partners must be recognized. They have an inside perspective on the real needs of their clients and their agency that may not be evident to an external group who think they know the problem and volunteer time or money to achieve their own solutions. Although these volunteers feel good about their service, the agency and its clients may perceive it as charity (not always appreciated), or as addressing issues that do not concern them. Let me hasten to add that volunteerism is critical for many community agencies to exist and is valued as civic engagement, but it is not service-learning that enriches academic study. Neither is community service which is a term that many associate with the judicial system that assigns community service (i.e. picking up trash) in lieu of confinement.

A third aspect of service-learning that matters is an awareness of the considerable amount of time it will require in addition to regular class preparation. Instructors who spend time with community partners at their sites establish a common bond of respect and trust that undergird the success of projects they undertake together. They communicate similar expectations to students and value the knowledge and skills each brings to the project. Community partners are the experts describing their programs and needs, but we can only know the inside story when we invest time in learning from them. In the best service-learning projects, faculty join students at the site/school to observe the everyday activities, talk with partners/teachers, think about problems and potential solutions, and then engage in actions with community members that lead to mutually beneficial solutions. Ernest Stringer (2010) describes this approach as "Look, Think, and Act." It is the plan he used in his successful community action research with Australian Outback communities and emphasized the importance of each partner's knowledge and resources.

A fourth aspect of service-learning that matters is the recognition that it is a people-centered pedagogy. It is well-suited to academic fields of study such as education, sociology, nursing, or family sciences. However, on our campus, service-learning is more wide-spread. Engineering courses and the agricultural sciences also have strong service-learning classes that link scholarship of teaching and learning (Boyer, 1990).

Service-learning pedagogy addresses messy questions without simple answers, but brings lasting benefits when carefully designed and carried out. Academic benefits of students engaged in service-learning projects include gains in grades, retention, and positive attitudes toward others (Astin, 1998). In teacher education it fosters greater willingness to adapt curriculum and instruction to meet student needs, according to a survey by Boyle-Baise (2009).

For us, however, the benefits come with a note of caution. Service-learning, even within a class, must have an opt-out clause for individual cases. For example,

the student whose grandmother died with Alzheimer's during a semester, needed to opt out of the project of collecting oral histories from elderly Hospice patients. She and her instructor negotiated an alternative assignment that allowed some emotional space but still met the goals of the course. At other times, students ask for alternatives because of their discomfort with an unfamiliar experience. I was surprised to read of the resistance of students from affluent suburbs to participating in a tutoring program in a low-income, high-risk urban area (Evans, Taylor, Dunlap & Miller, 2009). Anglo and African American students were equally uncomfortable in high poverty communities. However, part of the value of service-learning for future teachers lies in extending personal experiences. They can see the school environment through another lens and gain insight into community wisdom. So when students want to opt-out of a program to tutor children in a low-income after-school program, I encourage them to accept the opportunity to grow as educators. Pettigrew (1998) notes that one of the ways we overcome stereotyping of other groups of people is to have a personal connection to a person in that group. We then can use that personal knowledge and experience to relate to other individuals in the group rather than relying on uninformed perceptions of a group as a whole to make decisions.

DESIGN OF STUDY

The descriptive case study approach provides a theoretical framework for analyzing the data from the service-learning experiences of the cohorts of elementary pre-service teachers during their field placements one semester. The large number of pre-service teachers (n = 70) meant that we placed students in 8 different elementary schools within the region. However, the process of making observations about the school needs and engaging in problem-solving with school partners created a well-bounded body of data for analysis as a case study (Merriam, 1998). The assignment was the same across all three groups of students and the instructors shared a common understanding of the service-learning projects' goals and purposes. The results of the projects document the value of students participating in professional work at a school while gaining classroom experiences.

For the study, data sources included weekly observations and field notes by university course instructors/supervisors, students' reflective photo journals, evaluations from mentor teachers, and informal interviews with students, teachers, and principals. Instructors communicated regularly throughout the process to maintain common expectations. At the conclusion of the semester, students shared photo journals and the stories of their work in an informal celebration of all the students. Their enthusiasm and the overwhelmingly positive responses from teacher evaluations affirmed the place of service-learning projects within the social studies course. The integration of service-learning projects engaged pre-service teachers in schools and communities to better understand the many dimensions of a career as a professional educator.

CASE STUDY: FIELD-BASED ASSIGNMENTS WITH SERVICE LEARNING

The service-learning project assignment is integrated into the third semester of the undergraduate teacher education program in the College of Education. During that semester, students enroll in four methods courses and have a 4–5 week field placement with a teacher in a K-5 classroom. The intent is for the pre-service teachers to gain practical skills in each of four content areas – mathematics, science, social studies, and English/language arts – prior to a full semester of student teaching. Service-learning offered a bridge between the university academic emphasis and the practical application emphasis during the placements. It belonged in social studies because of the common focus on preparing citizens for living in a global environment (Wade, 1997; NCSS, 2010). The projects encouraged students to take a proactive approach to their learning in ways that could benefit partner schools while enriching typical field-based experiences in classrooms. Students gained in-depth understandings of teachers as professionals who did more than present text materials and grade papers.

Students were assigned placements in elementary schools across the three independent school districts adjacent to the university. In the study were 4 Title I schools with 48 pre-service students; 2 average (moderate income levels) schools with 11 students, 2 affluent schools (one well established, new (2nd year) with 11 students. Three of the Title I schools were new to the cohort placements although they had accepted student teachers in previous semesters. The school populations typically were 500–650 with an overall district distribution of 35% Anglo, 49% Hispanic, 14% African American, and 2% other. However, within the schools in the study, one of the affluent schools was more than 70% Anglo while two of the Title I schools were more than 85% Hispanic.

Each school had different needs. Thus each student, or group of students, had to create their own plan with the partners at their school. The social studies course included instruction on citizenship and the dimensions of citizenship in addition to readings on service-learning. To increase understanding of service-learning, we invited the University Service-Learning coordinator to discuss characteristics of a service-learning project, show examples from other academic fields, and answer questions before students submitted the projects.

Examples of Projects

After the students' first two days in the schools, university instructors noticed a difference in the ways these students used their time. Quickly they had found ways to step into classroom routines and accompanied the children to music, art, and the library to learn more about the school. They asked how they could help with events to promote better communication with parents and found out about the challenges some families faced in supporting their children's extra school activities. They weighed the importance of a fall festival for community support and as a fund raiser for essential supplies against going out with friends. They gave their time and energy to plan and carry out projects that ultimately benefitted the whole

school. The children they saw as struggling readers in the classroom, proudly brought their families to meet their "new teachers."

Student groups of twos and threes shared ideas with their teachers and submitted plans to their instructors. Projects uniquely responsive to particular school needs emerged and university instructors provided feedback to avoid possible pitfalls. One group partnered with a librarian to plan a celebration for children who had reached benchmarks in reading library books. Two other groups served "muffins to moms" and "doughnuts to dads" before school to create a welcoming atmosphere for parents. Another team created scenery and costumes for the 4th grade musical. Others joined parent-teacher teams to staff booths at family night events and collected supplies from outside agencies for prizes and for a school store.

EMERGENT THEMES

Four themes emerged from the analysis of the data sources in the case study and show the impact of the service-learning projects in students' knowledge and understanding of the multiple facets of teachers' professional practices. Students engaged in service-learning projects gained a holistic vision of professional practice based on their photo journal reflections, mentor teacher evaluations and informal interviews, and field observations from instructors.

The most prevalent theme is students' perceptions of themselves as teachers and of teachers' work. Closely related is the second theme focusing on the network of collaborations required to maintain a positive, learning environment. The third theme describes the array of creative problem- solving tasks facing teachers each day; the fourth theme notes the engagement of teachers as active citizens in the community.

Perceptions of Students as Teachers

By the second day in the classroom, students noted the multiple aspects of the responsibilities within the lives of teachers that extended beyond teaching lessons in a single classroom. University instructors recorded observations about the students such as, "She (pre-service teacher) was away from the classroom with children in art class" and "She was busy reading with a child". The observations were not new, but seldom had we seen students so actively engaged within the first 6 hours of their field placement. We believed the lens of seeking ways to contribute to the school was a major factor in the change. As they saw themselves as teachers, they acted more like responsible teachers than college students observing in an elementary school class. Mentor teachers and administrators noticed the change in our students who were visible around the building and responding to needs before they were asked. Their presence immediately impacted the positive learning climate.

Networks of Collaborations

As students worked side by side with mentor teachers in tutoring children after school, in chaperoning a field trip, and in setting up the book fair, they saw the efforts of faculty and staff combined to achieve school wide goals. They immersed themselves into that educational team within the 4-week field-placement experience as they took on service-learning projects. Several students at one school selected the school book fair as their project and described their process of setting up the materials in an inviting display. They explained how they collaborated with administrators, teachers, staff, and volunteers, and recorded observations about the collaboration in their final photo journal reflection. One said, "I did not realize all the work and extra volunteer hours it takes to successfully put on a book fair each year." The engagement in a school-wide project provided an opportunity to see a bigger picture of their future as teachers.

Creative Problem Solving

Students frequently talked about the tasks of solving problems with limited resources and with little advance notice. Yet, they found solutions to needs they observed in the school and used their emerging skills as teachers to meet those needs. One group in a Title I school saw the nearly-bare school store shelves that greatly devalued the Buffalo Bucks (reward tickets for academic success). After discussions with administrators and a group of teachers, they reorganized the school store and acquired donations from area businesses to reward student achievements. This is the group that earned $800 in matching funds to spruce up the store. At another school, a couple of pre-service teachers went to music class with the children and saw a single teacher preparing 4th graders for a music program. They assessed the situation and offered to make costumes and scenery for a music program from materials they found at home or at school. On the night of the performance, they then stepped in as prompters for children with memorized lines.

> Acting as the stage director, crew, and understudy for the armadillo for the 4th grade music program...really made me feel like a part of the school and its community. When we had problems, we solved them together. Students helped each other out whenever something was missing. The project showed me, and especially the students, just how important citizenship is. When we all work together, we can achieve our goals.

The principal also recognized the valuable contribution of these students and reported back to the associate dean of the College of Education, "Your students did so much for our children and teachers. I want them back, anytime. They are the kind of teachers our schools need." That is a welcome comment for graduates entering the profession.

Engaged Citizens

A few groups of pre-service teachers saw an even bigger picture of the profession as their projects reached out into the larger community. When children came to school in the winter without coats, they asked questions. They began to understand the connections between schools and the communities in which the children lived. They sponsored a coat drive through the Community-in-Schools director in one school and provided more than 150 coats to children during the winter. They hosted a movie night at another school to bring families in the neighborhood together and directed a games day at yet another school. They reached out to communities that were no longer just demographic statistics on a web page but faces of children in the classroom. From those who participated in the projects linking school and community came this understanding, "I now see that there are many other roles I will take on in the school other than a classroom teacher. Being a teacher means being an active member of the school. Our project made me very excited for my future job as a teacher."

Another student described her experience of growing into the teaching profession in this way,

> In my service-learning project, I engaged in professional relationships with parents and learned the importance of developing relationships with the school community. I actually got to see that in action and be involved in it. If I had not been asked to do anything outside the normal school day, I would have missed a valuable learning [experience]. I saw that even [by doing] a small thing for the school outside regular school hours, I can help make my school community stronger.

IMPLICATIONS FOR PRACTICE

Reflecting on the themes, I saw that the new assignment showed students the relevance of social studies in a practical manner as they scrutinized their classroom knowledge and skills in light of the classroom teacher's expertise to solve real educational problems. They observed more carefully the mentor teachers' procedures that characterized a positive learning environment and began to identify areas where their participation could augment particular practices. Their proactive approach from the beginning of their field based learning broadened the scope of their observations throughout the day. They saw teachers adapting materials for ESL students during their conference time or arranging for a child to be picked up after tutoring during lunchtime. They began to understand that professional educators invest immeasurably in their schools and that their own commitment of time extended the impact of teachers' efforts. When pre-service teachers worked with their mentor teachers, they could tutor 6 children instead of 3; they served muffins to 50 parents in 20 minutes instead of 30; they reduced setup time for a fall festival by one hour while adding two additional stations; they managed fund raisers and distributed school supplies without interrupting learning.

Ethic of Service

An ethic of service was becoming part of the teacher preparation program among teacher candidates. The term *ethic/ethics* suggests "doing the right thing," a common slogan on our campus. However, the understanding of ethics extends beyond the sign in the student union. Ethics are the standards of a profession that define what is expected of those in the field. Professional standards of behavior (www.nea.org) may define expectations associated with professional credentials and may even have legal implications. In teacher education, service is rooted in a strong tradition with John Dewey, the progressive era, Paulo Friere, the Carnegie Foundation, and others that inform today's service-learning (Buchanan et al., 2002; Todd, 2010). The ethic of service links schools with local communities that benefit from pre-service teachers' activities and provide them with richer understanding of being a teacher and the impact of their work beyond the typical field-based requirements.

Jim Clopton (2010) suggests that prior generations of students who received public funds for their college education (i.e., GI Bill) held stronger views about giving service back to the community. Today's students increasingly fund their education through private sources and see its value as a private gain rather than balancing education with a focus on the common good (Engsberg, 2004; Clopton, 2010). Service-learning bridges the spaces between the university and the community, between public and private concerns for the teaching profession.

In study of characteristics of generations, Rickes (2009) notes that millennials (born 1982–2001) have a strong sense of their special place in the world and feeling of entitlement from their parents and society. They also have a sense of civic-mindedness and the belief in their own abilities to solve problems facing society. In that respect, a structured pedagogy of service–learning appeals to millennials' life views. The opportunity to work in teams and participate in activities as a group also aligns with service-learning values on partnerships, collaboration, and solving problems together. Millennials enjoy working with others their age, but will expand their professional experiences by interacting with school partners to improve education for today's children, and extend to other children the sense of being sheltered and special.

Promoting a Creativity-Enhanced Learning Environment

Paired with the ethic of service, McWilliam and Dawson (2008) suggest that the task of the academic community is "orchestrating a '*creativity-enhancing'* learning pedagogy" (p. 634). Communities of learners have a synergy that both connects and separates individuals in the movement through learning. We expect learners to make some mistakes in their choices of direction, but those mistakes allow them to take creative risks and explore the unexpected. Such an environment in a school community lends itself to solving problems that exist and gives students an opportunity to use fresh eyes to identify what has become the norm in the school. The synergy between mentors and future teachers is enhanced.

CONCLUDING THOUGHTS

Service-learning offers pre-service teachers socially relevant experiences that support academic learning in teacher preparation programs. It provides a framework for meaningful dialogue with experienced, professional educators who demonstrate the multiple dimensions of a successful teaching career. It not only meets needs of the community, but also develops relationships with people who have a different lens on the lives of young learners. Service-learning pedagogy builds bridges through better communication and shared visions. In the case study, we see how service-learning pedagogy can foster creativity and nurture an ethic of service in mentoring new professional educators.

Questions for Discussion

• To what extent can partnerships within the community enrich the teacher preparation program at the university to be relevant for a changing world?
• What are some ways you could incorporate service- learning activities within current courses?
• Identify some of the benefits for all of the partners participating in a service-learning based curriculum in a teacher preparation program.

STEPS TO TAKE

• Select a particular site with leadership/partner
• Observe this community and listen to people
• Learn about the partner organization through their eyes
• Assess what you have to offer and how that meets goals of the partner
• Talk together to narrow the focus of the need and the skills you can offer
• Propose ways to contribute to solutions
• Act, review, modify, (That's good teaching)
• Report results from perspectives of all the partners
• Bridge generational gaps with collaborative partnership

REFLECTION AND CELEBRATION ACTIVITY

Reflection and *celebration* are the jewels in the process of mentoring pre- service teachers into the profession through service-learning. The significance of a service-learning project often is understood only after the actual work is completed. Partners often only realize the impact of the project as they step away from the hands-on aspect and consider the whole picture of the experience for all of the participants. Some projects that seemed inconsequential from our own viewpoint carried a larger overall impact as the whole picture emerged. Make time for individual reflection and celebration with those who shared the experience of service and learning in a creativity- enhancing environment.

Using the following questions as a guide can further extend this exercise either through class discussion or as a journaling activity:

1. *How does your course experience apply an important concept from course?*
2. *Describe the service-learning project. How did you identify the project?*
3. *How did you confirm with the school/community the need?*
4. *What was one benefit for your service-learning partner?*
5. *What was of benefit to you in preparing for your role as a professional educator?*
6. *What was one surprising insight you gained from participating in a service-learning project?*

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R. H. TODD

DEANNA G. BERMUDEZ

UNIVERSITY OF MISSOURI, KANSAS CITY

3. "I AM GETTING A STUDENT TEACHER—NOW WHAT?"

Guidelines to Mentor your Student Teacher to Success

RELUCTANCE TO MENTOR

Each year universities send requests to local school districts for student teaching placements. District personnel send these requests to principals. Principals review the requests and select cooperating/mentor teachers to supervise the student teachers. What happens next can be a defining moment for the student teaching experience.

Ms. Smith has been a principal for 11 years. Each year the district asks her to select Cooperating/Mentor Teachers (CMTs) for student teachers in various classrooms. She is confident that each of her staff would welcome the experience of hosting a student teacher. As she plans her morning to include asking several teachers to host a student teacher, she reflects on the innate abilities of some of her highly qualified staff to quickly and efficiently train the next generation of teachers.

Walking into Ms. Jackson's fourth grade classroom is a great experience. The walls are covered with celebrations of learning and success. With five years' experience and dispositions worthy of being cloned, Ms. Smith is confident Ms. Jackson would make a perfect CMT. When asked to mentor a student teacher, Ms. Jackson's response is unexpected. She appears reluctant, even uncomfortable, with mentoring a student teacher. After discussing her reluctance, Ms. Jackson admits she is very confident in her abilities to teach…..kids. What she does not feel comfortable with is teaching an adult how to teach. She raises many questions:

> Do I introduce my student teacher as a student, or a teacher? How soon will she/he start teaching? What do I do while they teach? Do I have to leave the classroom? Will I get the blame if my students don't perform well on the state testing? Do I let them talk to parents? Do I talk to parents if the issue involves the student teacher? What if they are not appropriate with the students? Will they sit in on conferences? Do they discipline students? How do I "talk out loud" to show a student teacher how to think like a teacher? How do I teach all those things I just do naturally, without thinking about, to someone else?

All of these questions and many more have been asked by many teachers who are qualified to be a CMT.

The importance of the CMT is recognized by all who work with student teachers. A great CMT invites the student teacher into the world of teaching and releases a teacher ready to successfully traverse their first year. Providing a great student teaching experience sits squarely on the shoulders of the CMT. For this reason, providing the CMT with excellent support is vital. The time it takes for a student teacher to develop into a high quality teacher is often determined by the level of support and mentoring received during their student teaching (Steffy, Wolfe, Pasch, and Enz, 2000). As student teachers begin their careers, they bring with them theory, enthusiasm, and ideals, but lack the "street smarts" of negotiating the school culture. The expert CMT will realize that teaching the "politics" of the school culture is as important as teaching the student teacher how to teach. The transition from being a student to becoming a professional educator can be a rocky one. Nationwide, one third of all new teachers leave the profession within their first five years (Delgado, 1999). CMTs can help decrease the number of teachers who leave the profession by providing the tools and training needed to be successful during the first years (Campbell, 2007 and Glenn, 2006). Great mentors of student teachers are characterized by being skilled, committed, accepting, effective communicators, and continuous learner. Great mentors believe that education is a rewarding profession and can share their struggles and triumphs in a positive and uplifting way (Rowley, 1999).

Student teachers need a CMT who will communicate consistently and constantly. CMTs must be willing to share their thoughts and ideas on everything from classroom management to dealing with stress. Great CMTs must be able to articulate and model good classroom organization and planning, positive rapport with and compassion towards students (Glenn, 2006). As students leave the world of the university and transition into the world of teaching, they will have many questions. The key to having those questions answered is having a CMT who is willing to communicate (Advice from Former Student Teachers to Supervising Teachers).

Handbooks have been written, revised and distributed around the nation, but still teachers do not often enthusiastically volunteer their expertise as CMTs. The experience of being a highly effective mentor will encourage reflection and growth as a professional and fine tune the practices of any professional teacher (Graham, 2006 and Hobson, 2009). As teachers challenge themselves to be an exceptional role model for their student teacher, they find their own commitment to teaching renewed. Classroom students benefit from the additional support, from having a student teacher being a second adult in the room in the early months and then by having the CMT becoming additional support after the student teacher assume the majority of teaching responsibilities (Busby & Mupinga, 2007). With the proper balance of collaboration and mentorship, the students in the classroom will benefit greatly from having two educational professionals concentrating on maximizing their academic achievements.

D. G. BERMUDEZ

COOPERATIVE TEACHING AND MENTORSHIP

The following sequence of tasks and discussion topics are outlined to guide teachers through the standards and aide them in being successful CMTs. The content is based on the National Council for Accreditation of Teacher Education (NCATE) standards and the sequence uses a common model of a practicum experience followed by a semester of student teaching within the same classroom. As universities move towards more experience in the classroom, this model allows for one full year of guiding and mentoring by the same CMT. By utilizing the ideas outlined, CMTs can provide student teachers with multiple opportunities to develop into a highly qualified teacher.

The following table outlines the reoccurring topics and their corresponding months which they are first introduced and the months in which the student teacher should become proficient in these skills.

- Introduction: CMT shares information and procedures.
- Initial Limited Ownership: Student teacher using the knowledge and working within the classroom.
- Collaborative Partnership: CMT and student teacher both contributing and working together
- Ownership: Student teacher has the knowledge and skills to perform at a proficient level or above

	Process & Planning	Build Relationships	Climate & Culture	Reflection	Professionalism	Parental Involvement	Student Engagement	Evaluation	Data
August	Introduction	Introduction	Introduction		Introduction		Introduction		
September	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction		
October	Collaborative Partnering	Collaborative Partnering	LimitedInitial Ownership	Initial Ownership	Initial Ownership	Introduction	Initial Ownership	Introduction	Introduction
November	Limited Initial Ownership	Initial Ownership	LimitedInitial Ownership	Initial Ownership	Ownership		Initial Ownership	Introduction	LimitedInitial Ownership
December	Limited Initial Ownership	Initial Ownership	LimitedInitial Ownership	Initial Ownership	Ownership	Collaborative Partnering	Ownership		Initial Ownership
January	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Introduction	Collaborative Partnering
February	Ownership	Ownership	Initial Ownership	Ownership	Ownership	Initial Ownership		Collaborative Partnering	Initial Ownership
March	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership
April	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership	Ownership
May	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering	Collaborative Partnering

The tasks are divided into two semesters of working in the same classroom. The first semester, traditionally starting in August, would be a practicum course which allow university students time in the classroom to observe, work with small groups and experience co-teaching. The second semester would be the traditional full-time student teaching experience, January through May. The tasks and topics can be adjusted for a one semester experience by condensing the August through December tasks and topics into the January through April months. All the tasks and topics can be moved into time-frames that are appropriate for the student teaching experience. At the end of the chapter all tasks have been divided by topic for an easy check-list of skills and experiences needed to meet the NCATE standards for student teaching.

Key Terms

- CMT – Cooperating/Mentor Teacher – This is a classroom teacher, who instructs, guides and evaluates a student in the final semester of their teaching degree.
- Student Teacher – This is a university student who is usually in the last semester of a Teacher Education program and will teach in a classroom supervised by the teacher of record.
- Classroom culture – The beliefs, values and perspectives held by both teacher and students that influence the way they interact with each other.
- Co-teaching – Two teachers sharing responsibilities and accountability for all aspects of teaching and learning. There are many different methods to co-teaching, but both teachers are equally responsible for student learning.
- Reflective conferencing – Discussions are centered on the student teacher reflecting and analyzing the successes and struggles of her teaching. The CMT assists by asking questions and directing the student teacher in ways that will help with self-discovery.

MONTHLY TASKS AND TOPICS

August: Inviting and Integrating the Student Teacher into the School Culture

Invite student teacher to all professional development meetings, district workshops, building teambuilding activities, etc. Invite them to help set up the classroom, unpack boxes and create/set up bulletin boards. Encourage student teacher to attend Back to School/Meet the Teachers night or any opportunities to meet the parents. Having your student teacher with you for the first week of school will provide them with valuable skills needed when opening their own classroom after graduation and upon landing their first job. Give a tour of the building and introduce key people. Schedule appointments to introduce your student teacher to school administrators, support personnel and community liaisons. Create time in a weekly schedule for teacher candidate to observe and interact with any additional school personnel.

Create a schedule for times and dates of observations that are consistent throughout the semester and will give a realistic overview of the life of a classroom teacher. Discuss continuity and the best days of the weeks for the schedule specific to the classroom students. Agree upon a process for changing days and the accountability for time spent in the classroom. Allot time in weekly meetings to discuss what the student teacher observed, learned, and assimilated and answer any questions to facilitate a deeper understanding of roles and purpose of each division. Remember to include the "climate" aspects of your building – who and how to ask for help making copies, what to do if the copier jams, where the teacher workroom/lounge is, are teachers allowed food/drinks in the classroom, where to have lunch, etc.

Prepare classroom students for interactions and the role of the student teacher – define boundaries and present the student teacher as a partner/co-teacher. Notify parents that a student teacher will be in the classroom and share how this will have a positive impact on their child. Set up a work space for the student teacher in the classroom which distinguishes them as a partner (not a fellow student). Equip student teacher with student roster and tips on how to learn student names. Plan how the student teacher will interact with students and what to do when students ask him/her for permission to do things.

Provide a calendar for the year with all contract days teachers are expected to work, as well as all district wide holidays, professional development, early release and snow day procedures. Discuss the university policy on attendance expectations and whose calendar to follow, the districts' or the university's. Provide parking information, mailbox, district handbook, emergency maps of building, school schedule, curriculum guides and textbooks. Schedule a meeting with the student teacher to meet the university supervisor. Inquire if there are observation logs to be signed and reflection sheets completed. Ask for a copy of any syllabi or course requirements so you are aware of all expectations.

Sharing and Reflecting

Thought process and planning for this time of year. Explain the reasoning behind the many questions all beginning teachers ask. Why is the first week of school the most important? Why is it important to have student input when defining classroom expectations? What are the most important things to establish that first week?

Professionalism. What does professional dress mean at this site? What is the preferred dress, what is absolutely not acceptable, what are the administrator's "pet peeves"? What current fashion trends will be hard to translate into professional dress? Remember – the student teacher may be a college student with no experience defining what constitutes professional dress. Also include discussions appropriate for your grade level on how dress influences respect. For young teachers teaching High School, they may only be four to five years older than their students. Professional dress may be the distinction that sets them apart from students.

Attendance. Define building policy and expectations concerning reporting absences. Who needs to receive a phone call? What to do if no one answers? Ensure the student teacher has a telephone number and email address for the school, as well as your information. What telephone numbers are needed to report an absence? How do lesson plans get to the classroom if the teacher in charge is absent?

Confidentiality. Explain district policy on student records, photographs, contact information, etc. Also explain building culture on discussing students outside the direct classroom. Discuss when and where it is appropriate to ask about a student, or discuss behaviors observed in the classroom. Make student teacher aware of where it is not appropriate to ask about student academics or behavior: such as, while on duty, in the lunchroom or lounge, in the office – anywhere information can be overheard by others.

Emergency Protocols. Share the policy for student medication (and confidentiality concerning meds), fire drill, tornado, and lock down procedures. Provide emergency procedures for when students are involved in an accident. Define what constitutes an accident or emergency.

Classroom management and discipline. Share any building and district policies on classroom management and discipline. Be explicit on building climate issues and expectations. Many behaviors are defined by the unwritten rules of a group of people. Have a discussion on the unspoken expectations that are accepted in your building and classroom that will help them assimilate into the culture successfully. Define all your classroom procedures and how to redirect students who are not following procedures. Discuss the difference between teaching procedures and discipline. Provide examples from past experiences on how to prevent discipline problems by teaching and re-teaching procedures.

September: Building Community

Create times for student teacher to interact with individuals or small groups within the classroom to start building trust and relationships. Set aside time to answer student teacher's questions about the culture and climate of both the classroom and the building.

Assign student teacher simple tasks; taking attendance, lunch count or escorting students to lunch. Plan small group interactions on a continual basis where the student teacher can apply what he/she is observing in the classroom. Create co-teaching opportunities and experiences. Share grading criteria and provide opportunities for student teacher to evaluate student work.

Invite student teacher to attend a School Board Meeting and explain protocol and expectations that are specific to your district. Plan a project/bulletin board together and let the student teacher create and display it. Inquire if time logs are signed and reflection sheets completed.

Sharing and Reflecting

Thought process and planning for this time of year. Explain that the "honeymoon" period is in relationship to student behaviors and how it relates to running a classroom in September. Discuss the importance of consistency and continuing to practice good procedures. Discuss how differentiated instruction becomes necessary as the range of student abilities becomes more apparent.

Data. Introduce student data focused on academics. Explain what data collection is ongoing, what it is used for, and how it drives instruction. Familiarize your student teacher with the data of students he/she will be working with in the classroom. Describe how data gathered in the first month will be used to determine the academic map for the next several months. Set student goals and define ways your student teacher can help students reach their goals.

Lesson Plans. Share lesson plans, both long range and daily plans. Compare lesson plan formats between district and university requirements. Discuss how the differences can be used to increase both formats and improve plans. Define the expectations for lesson plans once the student teacher is planning for the class.

Reflection. Start reflecting with your student teacher on specific things they have observed or experienced in the classroom and how they will use that in their own teaching.

Classroom Management. Have your student teacher verbalize the classroom management techniques they have seen, what has proven effective, how they see themselves using the techniques, etc.

Building Relationships. Share teaching survival and building specific climate tips – how to build relationships and with whom, and why are these relationships important?

Professionalism. Understand that your student teacher may be a typical college student who has not had much experience being a professional. While hand-holding is not the goal, do take time and explain professional behaviors (many of which are taken for granted after one or two years' experience in the workforce) and how these behaviors are different and specific for your building.

October: Preparing for Interaction

Share any district guidelines, articles or experiences that have been helpful in planning parent conferences. Define the different types of conferences that will be held, (those addressing academic needs, failure to turn in work, behavioral concerns, outstanding achievements, etc.) the characteristics of each, and the challenges/opportunities of each. Include your student teacher in any professional development.

Set up tutoring times between student teacher and selected students. Define/create goals for the two of them to work toward. Plan and create a student celebration that your student teacher can lead. Identify and model effective

transitions, both major and minor. Share effective books or websites that identifies proactive ways to transition students from one subject/activity/place to another.

Introduce your student teacher to the technology person and open the discussion on how technology is used in the classrooms in your building. What do students need more of, or less of, or how is instruction changed by the new technology? If your student teacher is tech savvy, have them teach you something new you can use with your students. Provide constructive conversations with your student teacher on areas of growth. Touch base with the university supervisor with any compliments or concerns in regards to your student teacher. Inquire if logs are signed and reflection sheets completed.

Sharing and Reflecting

Share your thought process and planning for this time of year. Define how routines and transitions were selected and the purpose each serve in your room. How much of what you do in the classroom is defined by your own personal philosophy and how much is directed by building or district requirements. Of the procedures and requirements that are your own, what influenced you to adopt those particular ones?

Culture and Climate. Start conversations addressing the holidays and how your building addresses the cultural differences and needs of your students. Explain any building history or "hot topics" surrounding the holidays. Share what your building does to help families who are struggling. Introduce your student teacher to the counselor and/or social worker. Provide time for them to meet and/or shadow them.

Parental Involvement. Define the different types of conferences that will be held, (those addressing academic needs, failure to turn in work, behavioral concerns, outstanding achievements, etc.) the characteristics of each, and the challenges/ opportunities of each. Discuss family dynamics and how that effects student achievement. Familiarize your student teacher with needs specific to your students and how those needs are addressed. Share ideas on how to get parents involved in their child's education. What ideas and successful approaches have worked in the past?

Building Relationships. Share ways to praise and encourage students. Share any specific needs of students, the kinds of praises that work and those that can backfire.

Professionalism. Define the difference between being friends with students and being friendly. Describe the pitfalls and negative consequences of becoming pals with students. Define professional lines and behaviors that allow teachers to be seen as friendly and open, but do not cross into areas that create issues with respect and classroom management.

November: Preparing for Change

Spend time this month discussing current trends in education and how they define what is going on in the classroom. Share how the district provides teachers with current research on learning. Arrange for your student teacher to observe a Child Study team and grade level/departmental meeting. Ask about the status of any university required work your student teacher is doing. Inquire if logs are signed and reflection sheets completed.

Sharing and Reflecting

Thought process and planning for this time of year. In light of the approaching cold weather and holidays, what insights are important to share? How does daylight savings time, falling of the leaves, and coming to the end of the semester affect students? How do these same things affect teachers? How do teachers plan for the hectic rush from Thanksgiving to Christmas and still balance a "normal" life?

Culture and Climate. Define and explore climate and culture of classroom with your student teacher. Share resources and research on understanding specific needs of current classroom students. What is the classrooms' diversity and how does it affect students. What are the specific challenges these students face on a day to day basis? How does the building address their needs? What do we do in the classroom to fortify and equip our students to handle the challenges presented from diversity issues?

Data. Articulate and share the data collection process and requirements of the district. Share how data collection is scheduled, what assessments are used and how reflection and actions are documented. Share class and school demographic in a manner that the student teacher can use as documentation in a student teaching portfolio.

Classroom Management. Define how Differentiated Instruction is used in the classroom. What are the challenges in balancing all the different levels in this particular classroom? How is planning for the different levels different than planning for the whole class?

Special Education. Explain how Response to Intervention (RTI) has affected your classroom. Who is on which tier and how are the different levels addressed? What other personnel is involved in addressing the needs of students? How do you plan for including those people in your classroom or making sure the student is not missing vital information when they leave to go to another classroom? Present an overview of the district special education program and any specific needs of your students.

Educational Trends. Discuss current "hot topics" and how they are integrated in the classroom.

December: Summarizing and Preparing for Transition

Clarify when your student teacher will be in the classroom, with thought given to the fact that they will be having finals at the university. Make plans for January's return date and full-time attendance. Ensure that long range plans are in place and a calendar for assuming and releasing responsibilities of teaching are established.

Remember to invite them to special events with students and families. Invite student teacher to be involved in staff functions as appropriate. Check with your student teacher to ensure all requirements and forms needed for their practicum are completed.

Sharing and Reflecting

Thought process and planning for this time of year. How do you cope with students who have "holiday fever"? What behaviors are unique to holidays? How do the holidays affect students living in poverty differently than affluent students? What about those students who do not want the holiday break because it means no adult at home, lack of social opportunities, no breakfasts or lunches, etc.?

Professionalism. Define the behaviors and attitudes that distinguish the difference between being a college student observing and being a professional who is student teaching. Describe for your student teacher realistic expectations that would describe a hypothetically excellent candidate who would be a given for any potential opening in your building. Guide them to visualize being a "paid" part of your staff for next year. How can the two of you work together to make that vision a reality?

Building Relationships. Discuss what will be the biggest challenges for your student teacher as he/she takes over the class in January. What will be difficult for the students? What will be difficult as the CMT? How will the transition be explained to students? What pieces can be put in place to avoid behaviors for students who might struggle with the transition?

The Student Teaching Experience

Most universities will have a handbook with a schedule for the student teaching experience. This is usually provided to the CMT at the first initial meeting or an orientation. Some have open time frames that can be adjusted to fit the student teacher's abilities and comfort level, while others adhere to a ridge calendar. Below is one typical schedule used by the University of Missouri – Kansas City, which plans the transition to go from a supporting role into a full time teaching role and then back to a supporting role during a 16 week period.

Overview of the Typical 16 Week Field Experience

Weeks 1 & 2 – Student teacher (ST) assumes responsibility for basic accounting tasks such as attendance, lunch count, etc. ST continues tasks from previous week and adds small groups in specific academic areas and co-teaches entire class several times a week. Week 3 – ST assumes most teaching responsibilities through shared co-teaching. CMT starts directing student issues to ST. Week 4 – ST assumes all classroom and teaching responsibilities. CMT supports/observes. Weeks 5 to 14 – ST is teaching full time. CMT provides support by conferencing and constructive conversations. Suggestions on lesson planning and guidance for applying data are ongoing. Week 15 – Co-teaching begins again to transition students back to CMT and relinquishes teaching responsibilities. Week 16 – ST begins working with small groups and individuals, handing most teaching responsibilities back to CMT. The main focus of this week should be on self-refection and application of learned experiences.

January: From Student to Teacher

Revisit topics from August that are now vital for your student teacher's success. Explain why it is so important to review classroom procedures with students and how doing so will set up the second semester to be more productive. Have your student teacher actually re-teach the expectations and procedures to students the first week back from winter break. Introduce the changes in schedule to both students and their parents.

Consider collecting data, pre and post, that will show student growth during your student teacher's time of full teaching responsibility. Ideally, this should be comparable to data collected in the fall semester when students were with the mentor teacher.

Consider how you, as the CMT, will use the time during your student teacher's full teaching weeks. Consider tutoring students one on one and/or in small groups. Work with students that are on the "bubble" between basic and proficient, or proficient and advanced, that need just a little extra to move on to greater achievement. Do academic enrichment for students in the classroom who could use more of a challenge. Planning for this should still fall under the responsibility of the student teacher with your guidance, but you can work with students on a daily basis (preferably outside the classroom). Consider using this time to tutor students in another classroom or grade level. Mentor students school wide on improving behaviors. Facilitate or initiate school wide initiatives. Be creative and become an instigator of improvement with the time that the student teacher is in charge of your classroom.

Discuss co-teaching models and which methods to use during the transition period. Set specific times or periods in which the student teacher will plan for a co-teaching experience. Review any evaluation forms that will be used during the semester and highlight any areas needing to be covered before the due dates. Discuss with your student teacher any areas on this evaluation form that would

benefit from some collaboration. Ask about University assignments – action research assignments, work sample topics, due dates, etc.

Sharing and Reflecting

Classroom Management. What survival tips can you give that are specific to the climate and culture in your classroom? What is the difference between classroom management and discipline? Share your experiences as a student teacher and a first year teacher. Are there things you wished someone would have told you or that you wish you had been able to do differently? Share time management tips.

Data. Discuss what the expectations are for any major assessments or state testing that will happen before the end of the semester. What data is collected along the way and how is it used to determine instruction? How is student achievement defined by data? What do you do when the data received from an assessment does not match the daily classroom performance of a student?

Building Relationships. Make sure to include your student teacher in all faculty, data, instructional and grade level/departmental meetings. Explain the dynamics of each meeting and the "unwritten" rules that govern how the meetings are run. Encourage your student teacher to participate and contribute as appropriate.

Climate and Culture. Discuss how to ask about students' break and interpret the responses that may not be expected. Share why some students may return in January with the same behaviors seen in August. Talk about the impact the holidays have on some children, both good and bad.

Professionalism. Continue to discuss ethical behaviors, confidentiality and professional dress. This is truly the beginning of a 16 week job interview and each day should be the student teacher's best presentation.

February: Walking Solo

Schedule time daily with your student teacher to walk through a self-reflection of his/her teaching. Discuss observations and how observations are handled in your district. Share the district evaluation form with your student teacher. Continue to encourage the self-reflective dialogues and providing constructive feedback. Check with administration to clarify what roles your student teacher can participate in during state testing. Check due dates for midterm evaluations and visits with university supervisors.

Sharing and Reflection

Professionalism. Center conferences around the essential dispositions that enable you to juggle student academics, behaviors, building issues and your own sanity. Share tips on how to decide what to take home, what can wait and how to prioritize so the most important things always get done.

Enrichment. Ask your student teacher to share with you their passion in education. This might be new research learned in a class, a technique they have developed or a skill that you would like to be able to build for your own benefit. Find something where they are the expert and you are the learner, then, let them teach you.

Student Evaluation. Start the discussion of how state testing or end of course exams will affect students. Which students will have a hard time with the testing environment, which will need extra planning to be successful, how do teachers help students cope with the stress, what to do with students who have severe test anxiety and how do we help students but still stay within all the regulations of state testing?

March: Polishing the Professional

Continue to support self-reflection and continuous conversations with your student teacher. Guide them through fine tuning procedures and expectations. Involve your student teacher in all state testing preparation. Share the positive and negative effects of state testing on students, teachers, districts and the community. Plan and prepare for any district requirements.

Review and provide constructive support based on the needs highlighted by the mid-term evaluations. Suggest activities and provide time for the student teacher to build any skills that were noted on the evaluation as needing some improvements. Be sure to provide acknowledgement of the things they do well and celebrate their success.

Sharing and Reflection

Student Engagement. Talk about academic endurance and how difficult it is to keep students engaged and focused at this time of year. Discuss stress coping ideas and how the rhythm of every school year has times that are more difficult than others and how to plan for those times.

Climate and Culture. Describe what March Madness looks like in your building. Brainstorm causes of spring fever and how to help students cope.

Parental Involvement. Discuss parental interactions and the positive and negative reactions parents can have when approached. Outline professional conversations for different student concerns. Share how you de-escalate an upset parent, words or phrases that create a partnership with parents, and when to ask another professional to assist with a difficult situation.

Professionalism. Have a conversation about realistic expectations. Talk about the first year of teaching and how important it is to find like-minded professionals for support. Discuss the typical first year ups and downs, the rhythm of the school year, the discouragements all teachers face, how "hanging in there" can lead to success, the joys of teaching and how to keep it all from overwhelming you. Share the "whens" and "hows" to seek help from fellow teachers, the administrator, literacy or learning coaches and how to "read" the politics in a building.

April: The Culminating Experience

Plan for transitioning back into the classroom full time. Assume co-teaching responsibilities and discuss the transition. What will make the transition back easier for the students, who will need help with the transition and how will parents be notified? What of your own projects will need to be finished before the middle of April so you are ready to resume full time teaching responsibilities?

Refer to checklist at the end of this chapter. If any areas have not been covered or opportunities not completed, create time in April to ensure all important concepts have been covered. Provide feedback to the university supervisor on ideas to improve the process of placing student teachers, the selection of mentor teachers, and the preparation for both.

Plan for post data collection and time to dissect the data on student achievement during student teaching. Share this data with your administrator and university supervisor. Prepare and discuss all final evaluations.

Sharing and Reflection

Professionalism. Describe for your student teacher what you would say their greatest strengths are and what you would share with someone if they called for a reference check. Describe any unique abilities your student teacher has that would be beneficial for them to share with an interview committee. Describe your ideal of a true professional teacher, administrator, director and superintendent.

Reflection. Talk about the things in the teaching profession that research and professional development cannot prepare you for. What are the true challenges in your chosen profession and how do you cope with them? How has teaching changed since you first started? How can you help prepare your student teacher for the changes you foresee coming?

Climate and Culture. Discuss the end of the year and the challenges it brings. How do you successfully send students off after investing so much time and effort? What are the students' reactions to ending the year and having to start next year with someone new? What behaviors might resurface at the end of the year as a result of students not wanting to leave your classroom? How do you help students who lose interest and stamina before the year is over?

Building Relationships. Have a serious conversation about keeping a hard line between teacher and friend. Describe the pitfalls of being "too" friendly or sharing too much personal information/feelings. Be specific about the professional expectations – what is and isn't okay to share with students, when is it acceptable to give personal information, how much is too much, what things that might seem innocent and helpful can lead to questions and issues?

Transition Complete?

The transition from student teacher to professional educator can be a long and rocky path. Quality CMTs who take the time to communicate, educate and inspire

can smooth that path and shorten the time it takes to transition into a competent, quality teacher (Steffy et al., 2000). CMTs often need some guidance on how to structure the time spent with a student teacher and are reluctant to start the journey without a map for themselves. The monthly tasks and topics for sharing or reflection can be used as that map. The following final checklist includes all of the topics discussed previously but is arranged by topics, rather than by the time of year. The checklist can be used as a recording sheet for when and what has been done throughout the year or by itself as a check to ensure all has been addressed.

Check list	
Collaboration:	Date of Completion
1) Involve your student teacher in professional development activities	
2) Attend opportunities provided by a university for CMTs	
3) Share your expertise and resources with your student teacher	
4) Have your student teacher share their expertise or new research with you	
5) Create a partnership which facilitated growth in your jointly instructed students	
6) Provide feedback to the University Supervisor	
Reflective Practitioner:	
1) Share your own background/skills/certification and accomplishments and how your professional knowledge qualifies you as a mentor teacher	
2) Schedule time together weekly for deep reflection on what is observed and what is taught	
3) Guide your student teacher through well-designed learning tasks	
4) Design opportunities for your student teacher to tutor students, participate in education-related community events and attend school board meeting	
5) Observe your student teacher regularly and engage in reflective conversations that challenge them to explain the "whys" of best practices	
6) Arrange for your student teacher to observe other master teachers and identify what it is that makes them a great teacher	
7) Provide opportunities to interact with families, administrators, district learning coaches, etc.	
8) Encourage continual learning of content/pedagogy/professional dispositions	
9) Use multiple methods to assess and evaluate your student teacher's skills and provide constructive feedback to promote growth	
10) Involve your student teacher in collaborative projects	
11) Discuss the challenges of taking theory into the classroom – used examples	
12) Model data analysis and how it is used in improving student learning	
13) Actively cultivate a culture that incorporates your student teacher into the professional decision making instructional team in your school	
Knowledge, skills and professional dispositions:	
1) Use evaluation tools purposefully and document impact on student learning	
2) Model best practice in both planning and teaching	
3) Ensure feedback from peers, faculty and university supervisors	
4) Facilitate continuous assessment/reflection/decision making as it relates to student achievement	
5) Share a system of data collection for student learning	
6) Engaged your student teacher in some form of service learning	
7) Ensure that your student teacher has experience with exceptionalities, diverse ethnic/racial, linguistic, gender and socioeconomic groups	

THE NEXT STEP

Creating Successful Student Teaching Experiences

CMTs who are considering working with a student teacher must take the time to plan for a successful experience. Using the tasks and topics outlined in this chapter, CMTs can add in the mission and values of their own district. As each district has traditions and expectations specific to their own culture, the topics for discussion can be added to or regrouped to become more personalized.

CMT will need to work with administrators on providing time and support for their own mentoring (Steffy et al., 2000). Collaboration time with other CMTs is a valuable experience which will strengthen all who participate. CMTs can exchange ideas on how to approach the more difficult topics and can encourage each other when balancing all of the needs becomes stressful. While the focus is often on the student teacher during this time, it is always prudent to make sure the "mentors" are also being mentored. Districts or universities can provide a CMT "coach" with formal meetings to provide needed support or CMTs can do this for each other either by simply getting together and discuss how things are going with their student teacher.

Exercise

As teachers realize the importance of being an excellent CMT, and receive the needed support to do this important job well, they become more willing to serve in this important position. One exercise that can be conducted by any principal or potential CMT is to define the core values and competencies needed for a teacher to be successful in a specific district. Create a list of these values and competencies and insert them in the discussion topics for each month listed in this chapter. As each university's teacher education program varies, it will be essential to look at times and dates that the student teacher will be in the classroom. The task and topics can be combined or extending, depending on the length of the student teaching experience. By including site specific information and expectation, the benefits of mentoring a new teacher in the culture of a building and/or district are amplified. Personalizing the sharing and reflection topics will also allow educators to create a powerful plan for an outstanding mentoring program which will benefit the classroom students, student teacher, CMT, and the district as a whole.

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CONNIE W. ANDERSON AND COREY POWELL

TEXAS TECH UNIVERSITY

4. MENTOR TECH

Mentoring Underrepresented Students to Enhance the Experiences of First Generation College Students

ABSTRACT

First-generation college students endure defining moments in their life once they step upon the college campus. For undergraduates who are first-generation minority college students, the college experience is only successful through definitive mentoring programs that are cognizant of the students' needs. These students are subject to outlying struggles, such as low socioeconomic status, inadequate study habits, family, and work responsibilities, hindering their academic achievement. Studies have shown that college mentors can be paramount leaders for guiding and encouraging first-generation college students. By sharing their knowledge and insight with new and younger students, some colleges have designed powerful programs to enhance the success of all students.

Texas Tech University (TTU) has made a commitment to create a campus environment that reflects that of today's diverse population of Texas and that of the United States. As part of that commitment to attract and retain minority students, Texas Tech University has implemented various strategies to recruit, retain, and graduate this population of first-generation college students by allowing for a supported and informed transition to college life.

One such effort is the establishment of the Lauro Cavazos & Ophelia Powell-Malone Mentoring Program, referred to as Mentor Tech. It is a mentoring program for first-generation underrepresented college students that employs a unique mentoring design where students are matched with faculty, staff, and/or graduate student mentors, in addition to a peer mentor, for academic support, grooming, and networking opportunities. Students enjoy guidance from their advanced college peers—a network of faculty and staff mentors across the university campuses.

INTRODUCTION

The definition of mentoring, as Jacobi (1991) found, has been characterized by various professionals with different purposes. There are a total of fifteen different descriptions of mentoring, or functions, ranging from a field of management or

organizational behavior to higher education, to psychology (Jacobi, 1991). D'Abate (2009) has advanced the differentiation of mentoring into 26 unique categories. It is best understood that the 26 definitions of mentoring fall under three categories of mentoring: career/vocational support, psychosocial support, and role mentoring (Jacobi, 1991; D'Abate, 2009). The categorization and comprehension of mentoring terminology assists program developers and committee members to clarify their program's goals, objectives, and purposes. A mentoring program's successful implementation is contingent upon the definition of its program (Welch, 1996). For the purpose of this chapter, the direction of the mentoring program is directed towards transitioning students to college life and guiding them to academic, professional, and personal success within and beyond the college community. More definitively, this chapter's argument is for the mentoring success of students from underrepresented populations.

Issues of First-Generation Minority College Students

Mentoring programs for undergraduate success have gained interest within the past decade after much succession of graduate mentoring programs (D'Abate, 2009; Haring, 1999). Undergraduate mentoring programs for first-generation, ethnically diverse students, however, are less prevalent. Although a fraction of mentoring programs designed for minority students in higher education have been implemented, such programs are deficient in design, requiring a more refined conceptual base (Haring, 1999). For ethnically diverse students, who are also first-generation college students, there are unique and precarious conditions necessitating careful mentoring program protocols.

Researchers have noted the special circumstances minority college students face reflecting predicaments to academic achievement (Jacobi, 1991; Haring, 1999; Pope, 2002). First-generation minority students entering a predominantly white college are subject to feeling isolated or confused in the unfamiliar institutional environment, and being "victims of subtle or overt racism" (Jacobi, 1991, p. 518). Furthermore, Pope (2002) asserts underlying concerns of students, such as low socioeconomic status in addition to inadequate educational preparation in high school, that jeopardize their academic scholarship and chances of success. Minority college students have responsibilities revolving around family and work that add stress to their already overloaded academic endeavors (Pope, 2002). In addition, these students are subject to limited support, for instance, transportation to participate in college functions (Pope, 2002). Such aspects largely contribute to high student attrition rates in college. Success by way of "their integration into the college environment… is through the mentoring programs" that assist ethnically diverse students (Pope, 2002, p. 31).

Beyond access into college, students of color have not earned degrees at the same rates as other students (Watson, 2003). Studies show that more and more poor and nonwhite students aspire to graduate from college, but their graduation rates fall far short of their dreams (Newsweek, 2010). The graduation rates for African Americans, Latinos, and Native Americans are far

behind whites and Asians. As the minority population grows in the United States, low college graduation rates become a threat to national prosperity (Newsweek, 2010). According to Chiang, 2007, statistics show that financial pressure and academic preparedness are main reasons minority students drop out of college (Chiang, 2007).

Assessment to Define Goals & Roles of Mentoring

Researchers have designated the need for a conceptual base, definitive goals and roles of mentoring for program success (Haring, 1999; Jacobi, 1991; Welch, 1996; D'Abate, 2009). A program cannot be best implemented if its participants are unaware of its expectations and procedures. To best understand the direction of the program, conclusive to its conceptual base, the program coordinators must employ program assessments (Haring, 1999). Often, without proper program assessments, program coordinators assume what the protégés' needs are as the position of their mentoring-"educational matters, such as achieving in courses, identifying and clarifying career goals, and persisting to degree completion" (Haring, 1999, p. 9). In such cases, college advising would be deemed more appropriate than a mentoring program. Such assumptions may not successfully assist students in their first years of college, for they are not based upon what mentees have characterized as their own needs for the mentoring program (Haring, 1999).

Mentees' needs ought to be assessed, and it can simply be done by means of asking the students. Haring (1999) believes inquiring students on "what their needs are with regard to being successful in college" will pave the way to a successful, significant mentoring program designed for the mentees themselves. Providing mentoring prospects with a list of descriptions of mentoring roles, for which mentees are to identify most effective for their academic and professional growth, is one way to assess needs. Understanding the needs, providing the conceptual base, and communicating the definition of the program are basic for success. It is through the comprehension of mentoring, according to the program's definition, that mentors and mentees establish a conducive relationship. "Without such clarity, some first-year students may receive forms of support that were not intended, while others may find themselves seeking support that the mentor does not think it is his/her job to provide" (D'Abate, 2009, p. 69).

FUNCTIONS OF MENTORING

Mentoring for college students, particularly first-generation students, must be definitive and characterized by unique functions. Researchers have found the definition of mentoring by way of the functions and roles provided by mentors for protégés. As discussed earlier, Jacobi (1991) researched and unearthed fifteen mentoring functions mentors can offer to their first-year college students. These functions are "acceptance/support/encouragement, advice/guidance, bypass bureaucracy/access to resources, challenge/opportunity, clarify values/goals, coaching, information, protection, role model, social status/reflected credit, socialization,

sponsorship/advocacy, stimulate acquisition of knowledge, training/instruction, and visibility/exposure" (p. 509). Such compilation can be further categorized by three domains: emotional and psychological support, career and professional development, and role modeling (Jacobi, 1991).

Similarly, D'Abate (2009) also distinguished mentoring by 26 exclusive functions. These functions faction into three categories: learning, support, and college progression/transition behavior (D'Abate, 2009). It was found that such mentoring functions are employed distinctively between two types of mentors: faculty and peer. Mentors who understand the actions of their mentoring, but more importantly, the significance of their actions on protégés during this critical period of their lives, will better serve their students' needs, not limited to academic and professional success.

Designing Effective Undergraduate Mentoring Programs

Undergraduate mentoring programs are idiosyncratic from other mentoring programs for it is definitive in purpose for students entering college. As previously discussed, mentoring programs designed for college students must be assessed and served for college students. By understanding student needs and expectations of a mentoring program, program coordinators can best define mentoring functions to meet those needs. To be discussed are three significant mentoring designs for undergraduate success—multi-level, grooming and networking, and faculty and peer mentoring. These designs have been studied and critiqued to acknowledge the progress in effective undergraduate mentoring programs.

Multi-level Mentoring

Pope (2002) argued for multi-level mentoring programs designed with both formal and informal forms of mentoring. It is explained that such combination will be most beneficial for struggling first-generation students who cannot excel by means of only one type of mentoring. Formal mentoring, as Pope (2002) asserts is one where the institution makes systematic efforts through analytic problem-solving activities, training/support services, and social functions. Activities, such as weekly study tips meetings, off-campus visits with professionals in the field, or volunteer work, are formal methods to mentoring (Rodger & Tremblay, 2003). These concrete activities give way to providing students with the supportive environment and services needed for success.

Informal mentoring, however, is less direct in forms of functions. "Informal methods include faculty accessibility and support, and the presence of minority faculty and staff members on the campus." (Pope, 2002, p. 33). Students who are ethnically diverse may endure impediments in finding supportive mentoring when there is a shortage of racially diverse faculty (Jacobi, 1991). It has been researched that mentees are more comfortable and open to interacting and seeking assistance with mentors who are of similar personality, culture, and ethnicity (Jacobi, 1991; Pope, 2002; Haring 1999). Ethnically diverse college students will find a sense of

identity with the mentors who have shared similar experiences as themselves. Mentors are able to "assist students in resolving apparent conflicts between the values of one's culture or community and the values of the institution", that they can thrive in their academics and still hold true to their cultural identity (Jacobi, 1991, p. 519). An institution that is cognizant of such informal methods may find recognizable effects in mentoring success.

The blending of the two forms of mentoring, formal and informal, will establish a supportive and remarkable mentoring program. The formality of the mentoring program will assist in student retention and succession in college, but the informality will aid in the students' college experience satisfaction. Students, particularly first-generation college undergraduates vitalize through a program that is designed for them in mind. The academic, professional, and personal guidance matched with mentors of ethnically diverse backgrounds will afford student success.

Grooming and Networking Mentoring

Two types of mentoring suggested by Haring (1999) are grooming and networking. With grooming mentoring program design, the mentor serves the role of an experienced individual imparting knowledge and guidance to the protégé. The traditional roles of mentors are implemented, in which a "hierarchy [is created to where]… the mentor is in charge and has power over the protégé" (Haring, 1999, p. 11). The mentee learns from the mentor, gaining benefits of a successful transition from the mentor. This grooming process passes along vital skills and information to the less experienced protégés.

As for the network mentoring, the key component of the program is the non-hierarchal relationship between mentors and mentees. In this relationship, all participants in the mentoring program share and impart knowledge and experience with one another. Everyone benefits in this networking design through the mutual professional, academic, and social assistance (Haring, 1999). For an applicable use of the program, an outside facilitator can phase in and out of the program offering networking focus, key resources, and support. Such novel idea of mentoring will attribute to first-generation college students willingness to actively learn and participate in activities with mentors.

Faculty and Peer Mentoring

Two important key players in a mentoring program, besides protégés, are the faculty members and seniority undergraduates as mentors. Both play crucial roles in developing entry-level college students through their transitional stage. D'Abate (2009) found in her study specific functions each type of mentors execute for the success of undergraduate student achievement.

Researchers have excavated that faculty mentors assist protégés in their formative college years by way of academic progression. D'Abate (2009) noted, "faculty mentoring appears to involve directing, academic goal setting and goal

tracking, observing, problem solving, providing feedback, sharing information, teaching, aiding, advising, and encouraging" (p. 83). Entry-level college students receive scholarly direction from their faculty mentors in shaping their academic and professional careers.

Peer mentors, on the other hand, play a more assistive role, in conjunction with faculty mentorship. D'Abate (2009) found that "peer mentoring at the college appears to involve directing, helping on assignments, modeling, affirming, aiding, advising, encouraging, introducing, and socializing, however, does not appear to mean sheltering students" (p. 84). Student transition and succession at the college level is aided by the guidance facilitated by, not dependent on, their peer mentors. Peer mentors serve as role models for their protégés, promoting self-responsibility and discovery during the mentoring process (D'Abate, 2009). It was also found in another study that peer mentorship indirectly assists student achievement by lowering student anxiety (Rodger & Tremblay, 2003). Students with high anxiety levels, when mentored by peers, scored comparable results to students with low anxiety levels, while those with high anxiety levels and no mentoring, scored substantially worse than those with low anxiety levels (Rodger & Tremblay, 2003). Such data suggests that undergraduates acquire higher achievement due to the encouragement and confidence gained from the experiences shared by mentors.

MENTOR TECH AT TEXAS TECH UNIVERSITY

Originally named Texas Technological College, Texas Tech University is a public research university located in Lubbock, Texas. Lubbock is located in the northwestern part of the state and, according to the 2010 census, has a county population of 278,831. It was created by legislative action in 1923 and has the distinction of being the largest comprehensive higher education institution in the western two-thirds of the state of Texas. The university is the major institution of higher education in a region larger than 46 of the nation's 50 states, is the seventh largest student body in the state of Texas and has the second largest contiguous campus in the United States. It is the only school in Texas to house an undergraduate institution, a law school, and a medical school on the same campus.

The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech) was introduced during the fall semester of 2002. Named for Dr. Lauro F. Cavazos, the first undergraduate to serve as President of Texas Tech University, and Ophelia Powell-Malone, the first African American undergraduate of Texas Tech University, the program seeks to enhance the quality of the educational experiences of students from underrepresented groups through programs, services, advocacy, and campus and community involvement. The program was piloted in November of 2002 with forty-five students and more than one-hundred mentors. Since that time, Mentor Tech has continued to flourish. As part of the Cross-Cultural Academic Advancement Center, a unit within the Division of Institutional Diversity, Equity and Community Engagement, the program has grown to more than five-hundred participants.

Mentor Tech began as a conversation between two colleagues regarding strategies that could be implemented to increase the retention and graduation rates of African American and Hispanic students from Texas Tech University. Numerous students were informally surveyed regarding reasons they might leave the institution. Students shared a vast array of reasons, but four factors seemed to recur. The students indicated they would depart if they did not feel connected to the university or supported by the faculty and staff, did not feel academically prepared, did not feel a connection to the city, or could not afford to continue. It was decided that the establishment of a mentoring program aimed primarily at African American and Hispanic students would help address those issues.

Several colleges and universities with existing mentoring programs, most notably, Boston College's Benjamin E. Mays Mentoring Program, were contacted for information and guidance about their experiences creating mentoring programs. Other university programs contacted for expertise and experiences to help with the establishment of such a program included University of New Hampshire's Peer Mentoring Program, University of Michigan's Office of New Student Programs, California State-Hayward's Mentoring, University of New Hampshire's Mentorship Program, University of Wisconsin-Madison's Mentor Program, Houston Community College System's Mentor Program, State University of New York at New Paltz, California State University-Monterey Bay, and Indiana University.

MENTOR TECH KEY TERMS

The following section presents some of the key terms and defines mentors and protégés as they align with the goals and objectives of the overall program. The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program is affectionately known as Mentor Tech.

Mentors

Mentors are current faculty, staff, and graduate students in the Texas Tech University System located in Lubbock, Texas who agree to assist students in their academic, social and cultural adjustment to Texas Tech University.

Mentor Cluster Leaders (MCLs)

MCL leaders are veteran mentors who serve as a liaison for other mentors within the program. Each mentor in the program is assigned to a Mentor Cluster Leader based on the majors and academic interests of their protégés. The MCL is a veteran mentor within the program who assists mentors with issues related to their protégés, be it academic, social or cultural. MCLs meet on a monthly basis throughout the year to discuss mentor participation, mentor concerns, upcoming events, and other issues relevant to the continued success of the program. MCLs are selected through an interviewing process by staff members. Mentors are

grouped into clusters based on the area of study of their assigned protégés. Through the clusters, mentors are afforded opportunities to interact and network with other mentors, receive support and advice on strengthening the relationships with their protégés and discuss ways to assist the protégés in their educational and professional pursuits. MCLs serve as the liaisons between their assigned protégés and the program's staff and help to ensure that the program is responsive to the needs of the faculty and staff members who serve as mentors.

Protégés

Mentor Tech protégés are students who desire and agree to receive academic, social and cultural support, encouragement, and guidance from mentors as they pursue their academic and professional goals.

Protégé Advisory Committee (PAC) Leaders

PAC leaders are veteran protégés who serve as a liaison for other students in the program and as peer resources for protégés. PAC members help to ensure that the program remains relevant to its student population by providing staff with valuable information on academic, cultural and social issues that affect students. Information provided by PAC assists the staff in designing programming and activities. Prior to the start of the fall semester, PAC members are required to participate in a two-day orientation. During the orientation, they participate in teambuilding activities, learn more about the history of the program and are acquainted with the various resources that exist on campus to assist students. Additionally, they interact with Mentor Cluster Leaders and are given opportunities to role play through various scenarios they may encounter while carrying out their responsibilities. PAC meets on a monthly basis throughout the year to discuss protégé attendance, concerns, upcoming events, and other issues relevant to the continued success of the program. PAC members are selected through an interviewing process by staff members. Protégés are grouped into cohorts based on their area of study, and PAC members typically share similar academic and professional interests with their assigned students. Through these cohorts, protégés are afforded opportunities to interact and network with other students who share their academic and professional interests.

Texas Tech University System

The system campuses include the main campus, Health Sciences Center, Medicine, Allied Health, Nursing, and the Law School in Lubbock, Texas.

Underrepresented students

This population includes students from historically underserved, underrepresented college students, i.e. African Americans, Hispanic Americans, Native Americans, Asian Americans, Pacific Islanders, and Eastern Indians.

PROGRAM PURPOSE AND GOALS

The purpose of the program is to enhance the quality of the educational experience of all students in the Texas Tech University System, with a special focus on those from underrepresented groups through programs, services, advocacy, and campus and community involvement. Mentor Tech seeks to improve the retention and eventual graduation rates of students by fostering a campus climate that is conducive to their academic, social, and cultural interests and needs. Current goals include:

• Provide students with information, encouragement and direction while assisting them in reaching their academic, personal, and professional goals.
• Encourage positive and realistic self-appraisals, intellectual development and clarification of values, appropriate personal choices, wellness, and collaboration.
• Promote and encourage academic and personal growth and community involvement.
• Enhance the quality of student adjustment and campus life by identifying environmental conditions that may negatively affect their experience in the Texas Tech University System.
• Provide leadership in the promotion of multiculturalism, diversity and inclusion.
• Provide support for initiatives designed to recruit and retain students from underrepresented groups.
• Promote advocacy for students and their rights.
• Assure equal access and opportunity for all students.

PROGRAM EXPECTATIONS

There are certain expectations that Mentor Tech requires of protégés and mentors to help establish positive and beneficial friendships to enhance program experiences. These expectations are quite simple but outline successful strategies that facilitate their understanding of and participation in the program.

Protégés must be a freshman, first year transfer or first year graduate student on one of the Lubbock, Texas campuses of Texas Tech University and must commit to participating in the program for a full academic year. They may, however, continue in the program beyond the one year if desired. Protégés are expected to attend a minimum of three program-sponsored academic related events and one social event per semester, maintain weekly contact with their assigned mentor via phone, email, or text, but must have a minimum of two face-to-face interactions with their mentor per month through program sponsored events, meals, athletic

activities, campus activities, or community activities. They are also expected to provide feedback to the program staff and Protégé Advisory Committee members on a regular basis.

Mentors can be either a graduate student, faculty or staff member in the Texas Tech University System in Lubbock, Texas and commit to serving a minimum of one full academic year and may also continue in the program after that if they prefer. All mentors must complete at least one Mentor Information Session and cannot serve as mentor to more than two protégés at one time. They are expected to maintain weekly contact with their assigned protégé and provide feedback to the program staff and Mentor Cluster Leaders.

PROGRAM DESIGN

Mentor Tech is a program in the Cross-Cultural Academic Advancement Center, a unit in the Division of Institutional Diversity, Equity and Community Engagement. The program targets incoming freshmen, transfer and graduate students from underrepresented populations but is open to any student without regard to race, color, religion, sex, age, sexual orientation, national or ethnic origin or disability.

Students self-select to participate in the program after receiving correspondence or referrals from their academic advisors during the summer prior to their first year at the University. Using an online profile, prospective students provide academic and career interests, ethnicity, gender, hobbies, and cultural backgrounds. Typically, 125 new students are admitted into the program each year on a first-come, first-served basis. Any additional students are placed on the program's waiting list. Waiting list students are provided services through Mentor Tech and are invited to academic workshops but are not matched until mentors become available for them.

Faculty and staff members sign up to participate in the program after receiving letters of invitation, personal requests, or email notifications from program staff or current mentors. Prospective mentors are required to attend a Mentor Information Session where they receive pertinent information about serving as mentors in the program.

Matching Process

All first year participating protégés in Mentor Tech are required to have mentors. After the first year, protégés may continue in the program through graduation. The matching of mentors and protégés is performed by the Mentor Tech staff who consider academic interests, career aspirations, and personal requests. Careful attention is also paid to honor specified preferences such as ethnicity, gender, hobbies, and other interests whenever possible. Ashley, an African American undergraduate senior in the College of Sport Science, has been involved in Mentor Tech for four years. This past year she served as President of the Mentor Tech Student Organization and as Protégé Advisory Committee Leader. Ashley's mentor is an African American female Associate Professor in the College of

Education. She was asked how Mentor Tech has helped her. Her comments included;

Being a part of Mentor Tech is the main reason I am graduating this semester. If I had not been a part of this organization I would not have been able to reach my goal of earning a college degree. I am a first-generation college student and did not have any family members to ask for help when I needed a tutor or when I needed money for books or when I didn't know what I needed. My mentor would take me to lunch almost every week and want me to talk about things going on in my life. At first I didn't believe she really cared but after she kept inviting me to do stuff I believed she really did care about what happened to me. My mentor really wanted to be my friend and did not force me to do anything and did not tell me what to do. She does have a lot of suggestions about a lot of stuff though!

Allen, an African American undergraduate junior who is majoring in Biochemistry is a first time protégé. He does not have an assigned mentor but is still actively involved in the program. He receives services directly from Mentor Tech staff who visit with them just like protégés who are paired with mentors. He was asked what Mentor Tech meant to him. He stated;

Mentor Tech has provided me with the tools to excel at the collegiate level and the support system to stay focused. I think these tools will also help me in my first job after graduation. I believe I can be successful at anything I want to do.

PROGRAM SCHOLARSHIPS

During the program's pilot year, students indicated that financial assistance was an integral part of a coordinated effort to persist. Therefore, in the fall of 2003, Mentor Tech began awarding student scholarships from the Mentor Tech Scholarship Fund. Program namesake, Dr. Lauro Cavazos, and family and friends of namesake Ophelia Powell-Malone regularly contribute to the fund. Other monies for the scholarships are also generated through the program's annual celebration banquet. Local businesses are a vital part of the scholarship efforts and not only support the program with monetary donations but also with donations of goods and services. In order to be eligible for a scholarship, students must be enrolled as a full time student (minimum of 12 hours per semester), maintain a cumulative GPA of 2.5 or above, have been an active protégé of Mentor Tech during the previous academic year; and continue to actively participate in the Mentor Tech program while receiving the scholarship.

Scholarship selections are made by an independent committee that reviews all qualifying applications taking into consideration GPA, attendance at program events, community service, and relationship with mentor. Over the years, student participants have been awarded more than $80,000 in scholarships.

PROGRAM GROWTH

Participation in Mentor Tech has increased each year since the inception of the program in 2002. Over the last eight years, more than 1900 students have been a part of the program.

Participation All Years*

Year	Protégés	Mentors	Total
2002–2003	46	70	116
2003–2004	132	95	227
2004–2005	237	146	383
2005–2006	284	163	447
2006–2007	306	154	460
2007–2008	302	168	470
2008–2009	318	162	480
2009–2010	330	169	499

Numbers are based on total enrollment as of the fall semester of the respective years

MENTOR TECH ACTIVITIES

Mentors and protégés are encouraged to customize their relationship based on their needs, expectations and time availability. The program defines mentoring as "a dynamic reciprocal learning relationship in which mentor and protégé agree to a partnership, where they will work collaboratively toward the achievement of mutually defined goals that will develop the protégé's skills, abilities, knowledge and or thinking."

Some matches are specifically geared towards the academic and professional goals of the protégé, while others revolve around shared ethnic and cultural backgrounds, talents, and hobbies. Once matched, all mentors and protégés are required to maintain weekly contact. Matched participants are expected to have a minimum of two face-to-face interactions per month. Throughout the year, mentors and protégés are offered a myriad of opportunities to participate in relevant academic, professional development, cultural and social workshops, presentations and activities designed to empower them for their educational, professional, and personal pursuits.

Participants are provided a calendar of extensive campus and community activities each semester that lists numerous concerts, plays, athletic events, and cultural activities. In an effort to augment the educational experiences of protégés, Mentor Tech partners with various campus and corporate entities to offer a myriad of academic and professional development workshops and activities to its participants throughout the year. The primary goal of the events is to help prepare students for both academic and professional development. Students have the opportunity to attend these workshops to discover first hand, the information, knowledge, and skills they need to be successful in college and in their desired profession. Social and cultural connectivity is an important aspect of college life

too and program participants are offered a variety of social and cultural options to choose from.

CONCLUDING THOUGHTS

University mentoring programs for underrepresented and first-generation college students can greatly benefit incoming students as they begin their first year of college. While college can be a confusing and difficult time, mentoring programs like Mentor Tech are designed to enhance academic performance, as well as help students acclimate to college life. Mentoring programs can also benefit minority students when they leave college and enter the professional world, providing them with a heightened sense of their strengths. The bonds and relationships forged between mentors and protégés can make college a much more   pleasant environment for protégés. For undergraduates who are first-generation minority students, the college experience is more successful through definitive mentoring programs that are cognizant of their needs. Overall, minority mentoring programs are a great opportunity for both mentors and protégés and university campuses should consider implementing mentoring programs that introduce underrepresented and first-generation students to campus life.

SUGGESTED ACTIVITIES FOR DEVELOPING ORIENTATION SESSIONS FOR NEW PROTÉGÉS AND NEW MENTORS

The staff members of Mentor Tech regularly review all workshops and seminars presented for effectiveness and appropriateness by providing evaluation forms to be completed by attendees. After careful review of these evaluation forms, adjustments are made to the program and to workshops and seminars based on the recommendations received.

One of the first two workshops provided at the beginning of each semester is the Protégé Information Session for new protégés and the Mentor Information Session for new mentors. The Mentor Information Session workshop is provided at the beginning of each semester for new mentors. This workshop is important because it provides a formal opportunity for new mentors to meet each other and to meet program staff who share information about mentor roles and responsibilities, program expectations, and other requirements of mentors.

The following ideas for developing an information session are offered to universities or organizations considering professional development of new mentors.

Begin with a discussion of how the program started. Include all relevant information about program development, namesakes, history of the organization, and the accomplishments of the program. Some of the accomplishments to include are protégés academic performance, retention rates, partnerships, administration commitment, and scholarship dollars available if applicable. Other information to share with the new mentors should be the goals of the program and the benefits for both the protégés and the mentors. It is also important to discuss mentor accountability and the requirements and responsibilities of program participation

such as the time commitment with protégés and the various types of feedback, contacts and acceptable interactions with protégés. Discuss the importance of providing feedback to the mentoring staff and the procedures for doing so. More information to share with new mentors might include who the participants are, how mentors and protégés are matched and the role of the mentor cluster groups, program sponsored activities and events, and campus resources available.

The Protégé Information Session is also scheduled at the beginning of each semester and should consist of two events. One session is designed to introduce students to the campus and the other session is designed to introduce them to the community. The goal is to connect students from the day they come on campus to ensure they don't feel isolated in a new city. The idea is to provide an opportunity to meet new friends, learn about the unwritten rules of college life, and to be introduced to a support system on campus at the same time. The following ideas are shared with this goal in mind.

The first session introduces students to community services and campus services and begins with a luncheon planned before classes start to introduce new students to veteran students and to staff in the program. During the luncheon, various campus and community representatives can provide information about their programs, city and county services, and local volunteerism opportunities such as Boys and Girls Clubs and Big Brothers and Big Sisters. Following the luncheon, a bus tour of the city is planned to further connect new students to the city. The tour might include identifying chain stores and restaurants and other places that students would be interested in. Some of those places might include barber shops and beauty salons, campus and community tourism sights of interest, local ethnic restaurants and other family businesses in the community they identify with, places of worship and churches of various denominations. It is particularly important to tour neighborhoods in the community that represent ethnic and cultural points of interest.

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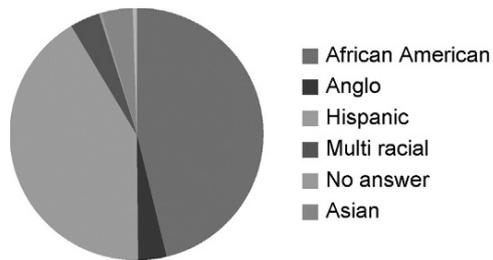
Figure 1. 2009–2010 Mentor Tech Retention Data.

CRAIG MCCARRON

INCARNATE WORD UNIVERSITY

5. APPLIED COGNITIVE SCIENCE

Mentoring Through Scaffolds

ART OR SCIENCE?

Michel de Nostradamus is best known for his prophesies. He is less well-known for his day job: he was an apothecary who aspired to practice medicine during the plague. Nostradamus was unusually successful treating victims of the plague (Leoni, 1961), probably due to a few unusual practices. Centuries before the discovery of the microscopic cause of diseases like bubonic plague, Nostradamus stressed the use of clean water, clean bedding, and fresh air (Hogue, 1994). Centuries before the discovery of vitamin C and its role in fighting disease, Nostradamus prescribed his "rose pill" to combat the spread of the disease (*ibid*).

Mentoring historically has been approached as more art than science (Awaya, McEwan, *et al.*, 2003; Sweeny, 2005). In the day of Nostradamus, medicine was art. His practices were informed by observation and intuition, and I believe that intuition was formed from informal statistical inferences. Even without microscopes and tests of blood chemistry, his methods were valid and effective. Time and research turns art into science.

Teacher mentoring and induction literature reveals a history of inconsistent results (Hobson, Ashby, Malderez & Tomlinson, 2009). Studies report cases of insufficient support for mentees (Ford & Higgins, 1999), insufficient challenge for mentees (Dunne & Bennett, 1997), and even examples of highly structured mentoring next to minimally structured mentoring in the same school (Samaras & Gismondi, 1998). The varying mentoring practices are not always matched to the individual needs of novice teachers (Bullough Jr., Young, Hall, Draper & Smith, 2008). In much of the literature, dysfunctional mentoring relationships are ascribed to a "bad match" between mentor and mentee, or inadequate or nonexistent preparation for mentors (Hobson, Ashby, *et al.*, 2009). My research and my personal experience indicate that it is possible to adjust mentoring to the needs of the individual mentee, and we should not dismiss all dysfunctional mentoring as due to a "bad match".

In my initial career as a United States Army officer, I learned to "size-up" my sergeants and warrant officers. Some of the soldiers I led could be given very

general, even vague instructions. They would achieve results better than I had imagined. Other soldiers needed very detailed instructions; when instructions were not sufficiently detailed, they would return repeatedly with questions or the final results would be rather disappointing. Each type of soldier was capable of making great contributions to our overall mission, but each individual had an "optimal guidance" zone. Give too much guidance to the soldier who doesn't need it, and he's bored, insulted, and his creativity is curtailed. Alternately, provide too little guidance to the soldier who needs guidance, and he's confused and uncertain, i.e. not very productive.

In the light of current research in cognitive science, those mentoring experiences fit into a meaningful theoretic framework. The phenomena are easily explained and generalized to mentoring graduate students, future teachers, novice teachers, and even to mentoring mentors. In this chapter I hope to take experience and intuition like my own in the Army, and place it within the theoretic framework of cognitive science. This type of thinking has helped me to transfer my mentoring experience from context to context. My current graduate students are as different from each other as were my soldiers from decades ago, but the science behind their development is unchanged.

RELEVANT LITERATURE

Teaching as Problem Solving

Teaching is a special form of problem solving (Schoenfeld, 2005). The student begins the teacher's class in one state, and the teacher has goals for the student's state at the end of the class. At the outset, the teacher does not necessarily know the steps the teacher will take to achieve the goals, and there are many possible ways to achieve the goals. For the remainder of this chapter, we will discuss teaching in the context of problem solving and the cognitive science behind problem solving.

Experts and Novices

Until the early 1970's, it was widely believed that problem solving was a general skill that, once acquired, could be applied in a variety of domains. At the dawn of cognitive science, Newell and Simon attempted to replicate general problem solving expertise using artificial intelligence. "It was the discovery that [computer] programs could only be made to perform more like humans by incorporating an enormous knowledge base rather than sophisticated general strategies that led to a reconsideration" (Sweller, 1990). Attention within the cognitive science community turned to analyses comparing experts to novices in a variety of domains (Owen and Sweller, 1989).

Studies of expertise found similarities among experts in a wide variety of disciplines, from chess to electronics to computer programming. One of the chief findings has been that experts have enhanced memory for patterns specific to their domain of expertise. Berliner (2001) argues that the characteristics of experts are

equally generalizable to the field of teaching. He points to evidence that supports the following propositions regarding expert teachers:

- expert teachers excel mainly in their own domain and in particular contexts;
- expert teachers develop automaticity for the repetitive operations that are needed to accomplish their goals;
- expert teachers are more opportunistic and flexible in their teaching than are novices;
- expert teachers are more sensitive to the task demands and social situations surrounding them when solving problems;
- expert teachers represent problems in qualitatively different ways than do novices;
- expert teachers have faster and more accurate pattern recognition capabilities;
- expert teachers perceive more meaningful patters in the domain in which they are experienced; and
- expert teachers may begin to solve problems slower, but they bring richer and more personal sources of information to bear on the problems they are trying to solve (p. 463–464).

The next question, then, is how does the novice become an expert? Better yet, how can the mentor facilitate the *efficient* acquisition of expertise?

Human Cognitive Architecture

It's humbling for the academic to regard the brain as a mere organ of the human body, but such is the case. As a collection of tissue and biochemicals, the brain has certain capabilities and limitations. Working memory, the vessel containing all conscious cognitive thought, is severely limited. If someone gives you a seven digit telephone number and you have no way to write it down, you can probably repeat it to yourself until you get pencil and paper. But if the phone number includes an unfamiliar area code, a span of ten digits is probably too much to hold in working memory (Miller, 1956).

Long term memory is comparatively unlimited. The chess master and expert programmer rely on schemata stored in long term memory in order to perform their complex skills. "A *schema* comprises a cluster of knowledge representing a particular generic procedure, object, event, sequence of events, or social situation." (Thorndyke, 1984.)

An apt illustration of the acquisition of memory structures that support expertise comes from the kitchen. If a chef is preparing a recipe for the first time, it is necessary to repeatedly return to the instructions. Once a recipe has been practiced sufficiently, written instructions are hardly necessary. The chef is able to prepare the dish and prepare it efficiently. The recipe is flexible (as Berliner described expert teaching above), and the chef can easily modify the recipe to particular tastes. The chef is able to multi-task and prepare several familiar dishes simultaneously, since none of the familiar recipes tax working memory to a great degree. In fact, written instructions slow the chef down when preparing a familiar

dish. This impediment to learning progress is known as the expertise reversal effect. Too much instructional guidance is redundant and interferes with the schemata that have already been mastered (Kalyuga, Ayres, *et al.*, 2003).

CONTEXT

Over the last few semesters, I have been teaching primarily undergraduate preservice teachers. My class has included their first field experience teaching a lesson in the classroom. Invariably, their reflections on this first lesson mention something they overlooked, like time management, taking attendance, assigning homework, etc. Well, of course a novice teacher will forget some aspect of teaching! Teaching is a complex multi-tasking activity. The classroom teacher must pay attention to time management, classroom management, the content being taught, the teaching method being employed, cues indicating student understanding, differentiated instruction, technology management, recalling student names, and so forth. It is simply beyond human capability to step into a classroom and perform all of these functions simultaneously and perform them well without considerable practice.

As Berliner pointed out (2001), expert teachers develop automaticity for certain tasks. This means that the expert can accomplish certain tasks with little conscious cognitive effort. As the novice negotiates a new profession, the same tasks require considerable cognitive effort.

Cognitive Load

Cognitive load is the term used to describe the amount of conscious cognitive effort expended to perform a task. Cognitive load is a tax on working memory, and as described above, working memory has limitations. Cognitive load varies from task to task and from individual to individual. As an individual learns new schemata, cognitive load for a given task is reduced.

Cognitive load theorists divide cognitive load into three categories. *Intrinsic cognitive load* is the minimum cognitive load required to perform a task, it is determined by the task and the level of expertise of the person performing a task. For example, performing long division involves conscious application of an overall strategy, conscious use of multiplication and subtraction facts, as well as conscious attention to place value. These subtasks are all necessary components of performing long division, and all contribute to the intrinsic cognitive load. *Extraneous cognitive load* is unnecessary and unconstructive cognitive load (Paas, Renkl, *et al.*, 2003). For example, if the long division problem were difficult to read due to illegible writing, a certain amount of cognitive load would be devoted to recognizing symbols. Extraneous cognitive load does nothing to enhance learning and instructional designers attempt to eliminate this type of load (Mayer & Moreno, 2003). *Germane cognitive load* is cognitive load beyond the minimum load required that tends to enhance learning (Paas, Renkl, *et al.*, 2003). An example of germane cognitive load associated with the long division problem would be to consciously

think about the properties of real numbers being applied while carrying out long division. This thought is not necessary for successful performance of the division task, but can help the learner transfer skills to new tasks, for example when learning long division of polynomials in algebra.

Cognitive overload is used to describe the phenomenon that occurs when a task demands more working memory than the person has available. When the demands on a computer's RAM exceed its capacity, the computer crashes. The human response to cognitive overload is similar. A person may choose to give up or "shut down" or modify the task to a simpler one which can be accomplished. An example modification would be for a novice to perform tasks sequentially rather than multi-tasking. For example, a novice teacher may give the students a warm up question, then take attendance, then pass back papers, while the experienced teacher could perform the three tasks simultaneously.

Teaching is the quintessential high cognitive load task. It involves multiple elements, like content knowledge, instructional methods, informal assessment, classroom management, time management, and so on. The elements of teaching are highly interactive, i.e. the results of informal assessment may cause a teacher to adjust the instructional method employed as well as time management. Tasks that involve multiple, highly interactive elements are by nature high cognitive load tasks (Paas, Renkl, *et al.*, 2003).

Optimal Learning

One learning model for the mentee comes from Lev Vygotsky (1978). A particular learner at a particular state of development has a Zone of Proximal Development (ZPD). Vygotsky described this proximal zone of development as the difference between a child's independent problem solving ability and the level of problem solving the child can attain with the guidance of one more capable (Vygotsky, 1978). The role of the guide in Vygotsky's model is a natural role for the mentor, providing *scaffolding* (temporary instructional supports that guide the learner) to help the learner progress from assisted problem solving to independent problem solving. Vygotsky's ZPD is a natural model for the learning of a novice teacher under a mentor's guidance. See for example Samaras and Gismondi (1998), Ash and Levitt (2003), or Warford (2011).

The cognitive load model for learner development is a modest refinement of the Vygotsky model for a novice learning to teach. Cognitive overload may correspond to attempting a task beyond the novice teacher's (current) ZPD, or it may indicate a task the novice can accomplish (and learn) only with the mentor's scaffolding. The reason to apply cognitive load theory to Vygotsky's model is to help the mentor *optimize* the novice's learning.

Between cognitive overload and the expertise reversal effect, there is a zone of optimal learning. If the learner is asked to process too much information for the learner's cognitive capacity, the learner is unable to cope with the information. If the learner is given too much scaffolding (i.e., a detailed explanation for a schema the learner has already mastered), the learner's working memory is distracted by

too much information and learning is again interrupted. Long term memory is like a huge oil tank, with unlimited capacity compared to working memory. Working memory is like a small funnel through which we can fill the tank. If we pour into the funnel too quickly, the funnel overflows with cognitive overload. If we pour too slowly, the funnel clogs a little with the expertise reversal effect. Between these extremes is an ideal flow rate which corresponds to optimal learning. One last detail is that as the tank fills with schemata, the funnel's capacity increases, allowing a faster flow into the tank. The mentor can play the important role of helping to regulate the flow into the funnel.

Scaffolding

At this point, the science gives way to art. Although methods of measuring cognitive load have been tested in research settings, they would be too time consuming to be practical in the field (Blunken, Plass, *et al.*, 2003). One method that we will adapt later is to ask the problem solver to rate his/her "mental effort" required to perform a task (Paas, Tuovinen, *et al.*, 2003).

The mentor can play the role of a personal trainer in the gym. If the athlete is trying to lift too much weight, the exercise is not beneficial. The trainer needs to step in to lighten the load. If the weight is not challenging, the trainer needs to add some weight to the bar. Scaffolding is the way that the mentor can adjust the learning teacher's load.

IMPLICATIONS FOR PRACTICE

There is a wide range of scaffolding techniques available. I selected four techniques from the literature and comment on how these scaffolding techniques alter the novice teacher's cognitive load. Each of the techniques selected are fairly common practices and a long reading list could be compiled relating to each method. In the interest of brevity, the commentary will address one reference for each technique.

Earlier in this chapter, we discussed research indicating dysfunctional mentoring relationships attributed to a "mismatch" between mentoring support and mentee needs. The goal of this section is to give the mentor perspective in the case that one scaffolding approach or another is not achieving the desired results. It is my hope that with the cognitive load model presented in this chapter, the mentor will be able to deconstruct ineffective approaches, understand why they were ineffective, and reconstruct approaches better tailored to the needs of the protégé.

Demonstrating Professional Skills

In cognitive load theory, "studying from worked examples" is a very effective approach to learning problem solving (Atkinson, Derry, *et al.*, 2000). Suppose Human Resources asks you to fill out a new and complicated form required by

the Internal Revenue Service. It's so much easier to fill out this form if you have an example form that is already filled out for some fictional employee. This is exactly what is meant by learning from worked examples.

Blase and Blase (2006, p. 81–93) describe ways that *showing* ("demonstrating how to perform important professional tasks") can be used in mentoring. This method can be applied to a myriad of teaching tasks. A novice teacher can learn teaching skills by watching an experienced teacher and then imitating the experienced teacher. This is analogous to the results generally found with learning from worked examples. The learning teacher has not yet learned many schemata for teaching. The mentor teacher demonstrates a schema which the novice can adapt to his/her specific needs. Mentor teachers working with my student teachers have sometimes initiated the student's teaching by saying, "I will teach this lesson during first period while you watch. Then you will teach during second period while I watch and assist as necessary." This has been an effective learning tool for novices who need a great deal of scaffolding. Showing greatly reduces cognitive load for the learning teacher. It gives them a "default" pattern to follow. In the problem solving research, the worked example supplies the overall strategy (like the overall strategy for steps in long division) so the learner can focus on practicing the subtasks. The subtasks in the case of the long division example would be the multiplication, subtraction, and place value. In teaching a lesson, perhaps a novice could focus on subtasks like questioning techniques and informal assessment, once the experienced teacher has provided a general template for how the overall lesson can be organized.

Administrative Assistance

Lipton and Wellman (2005) describe one category of mentor support as *Institutional Support*. They describe the category thus:

> *Institutional support* helps new teachers navigate the procedures and policies of the school and the district. It includes such things as reminders of important deadlines and details, staff evaluation procedures, how to order materials, sick leave policies and obtaining substitute coverage, hall monitoring, before- and afterschool duties, and all the myriad of other particulars that consume the time and attention of newcomers to the organization. (p. 151)

For a beginning teacher who is working to learn the schemata and skills of an expert teacher, these administrative responsibilities add up to extraneous cognitive load. These tasks only distract the novice from the skills the mentored teacher needs to learn. Reducing the new teacher's cognitive load by assisting with these responsibilities will enable the novice to focus attention on the important skills to be practiced in the early phases of teaching.

Collaborative Planning

It is common practice to offer a novice teacher prepared materials like worksheets or tests or even a school year's scope and sequence plan (Blase and Blase, 2006, p. 91–92). For some new teachers' skill level, this may be too much support. The learning teacher would be engaged in relatively little cognitive effort. Brainstorming and collaboratively planning for instruction allow the mentor to guide the novice teacher to independent problem solving. Collaborating to design tests, activities, and assignments also gives the mentor the opportunity to guide the protégé with the appropriate level of support. If a novice has little skill with assessment, the mentor can demonstrate the process of creating a meaningful assessment. If the mentor observes that the protégé has advanced assessment skills, the mentor can adopt a more hands-off stance.

Metacognitive Practice

Perhaps the earliest method discovered for inducing germane cognitive load in problem solving was self-explanation. In a one-on-one tutoring environment, the tutor prompts the student to explain the steps the student is taking to solve a problem (Chi and Bassok, 1989; Chi, De Leeuw, *et al.*, 1994). This adds cognitive load through a metacognitive process during problem solving (Van Lehn, Jones, *et al.*, 1992).

Reflective teaching employs metacognition in the process of improving practice. "Reflective teachers make conscious choices and are able to articulate why they make those choices. They examine and scrutinize their own practice" (Bartell, 2005, p. 117). Reflection fits the template for self-explanation well. Making conscious choices implies metacognition; being consciously aware of teaching decisions involves conscious cognitive attention to the process of teaching. The ability to articulate their reasoning is the ability to self-explain.

An example of prompting a protégé to reflect would be to probe how a new teacher responded to a student's question in class:

- "Why did you decide to answer the student's question the way that you did?"
- "Were there other possible ways to answer that question?"
- "If another student had asked the question, would you have responded differently?"
- "How do you know the student understood your response?"
- "What if the student had not understood your response?"

There are many other ways to induce a learning teacher's metacognition; the one guideline is to focus the teacher's attention on the aspect of teaching that is being honed. I believe that one important role for the mentor is to focus the novice teacher's attention on the highest priority skill to learn. It is not efficient to try to perfect every teaching skill at once. Since the mentor is presumably better qualified to identify the highest priorities for a young teacher's improvement, the mentor should choose the focus of the reflective questions.

Assessing Cognitive Load

Measuring cognitive load is at best an imperfect science. One method that has been useful is a self-reported rating of mental effort. E.g., "On a scale of 1–10, how much mental effort did it require for you to grade those tests?" or "On a scale of 1–10, how much mental effort did it require for you to go over the homework in class?"

Another indicator of cognitive load is attention. If a novice teacher is taxing nearly all cognitive capacity to perform a task, there is no cognitive capacity available for other tasks. For example, a beginning driver may not be able to carry on a conversation while driving; the task of driving requires all of the novice driver's cognitive capacity. In a classroom observation, I may notice students in the back corner who are clearly off task, but the novice teacher does not even notice this since s/he is totally absorbed in presenting the lesson content. If a learning teacher can conduct a class and still be cognizant of subtleties like a student's notebook doodles or two students who don't seem to be on friendly terms, then the teacher has free cognitive capacity to attend to these minutiae. Furthermore, if the learning teacher is attending to minutiae rather than important teaching skills, redirect the teacher's attention with reflective questions as described above.

CONCLUDING THOUGHTS

Teaching is a special form of problem solving, yet the characteristics of teaching expertise are similar to characteristics of expertise found in numerous disciplines. The road from novice to expert is a long one. (In many fields, it has been determined that it takes around 10,000 hours of deliberate practice to become an expert.)

Human cognitive architecture limits the rate at which we can learn, with cognitive load being the limiting factor. It is possible to learn the skills of an expert teacher in the "too much information" environment of cognitive overload or in the "too little challenge" environment of expertise reversal, but neither is very efficient. The mentor can help the novice steer the optimal learning course between these extremes. In order to guide the novice on this course, the mentor must assess the novice's development and provide the appropriate amount of scaffolding to keep the protégé challenged but not overwhelmed.

Exercises

The following scenarios are fictional, but illustrate the importance of choosing the appropriate level of guidance for the learning teacher.

Scenario One. During a brief visit to Mr. Aye's class, the mentor teacher observes Mr. Aye using a prepared Power Point presentation for initiating discussion. The mentor notices a group of students in the back of the class who are off task and having a conversation about the homecoming dance. During an after school

conversation, the mentor teacher congratulates Mr. Aye for his prepared discussion, but mentions he might want to work on classroom management. On a brief visit the following week, the mentor notices that Mr. Aye has reorganized the desks in the classroom but the same students are chatting off task in the back of the classroom.

Mr. Aye did not understand what the mentor meant. He wasn't aware of the group of students talking in the back of the classroom or even how he might address the problem observed by the mentor. Mr. Aye needed more scaffolding, e.g. a discussion of the problem observed along with a specific idea or two on how to correct the problem observed by the mentor teacher. Ideally, this suggestion could be followed up by Mr. Aye observing the mentor teacher putting the suggestion into practice.

*Scenario Two. D*uring a brief visit to Ms. Bee's class, the mentor teacher observes Ms. Bee using a prepared Power Point presentation for initiating discussion. The mentor notices a group of students in the back of the class who are off task and having a conversation about the homecoming dance. During an after school conversation, the mentor teacher congratulates Ms. Bee for her prepared discussion, then tells Ms. Bee about the group of students talking in class. The mentor suggests that the next time this happens, Ms. Bee should wait until all of her students are listening and warn the students they will be given a detention if they speak out of turn in class. Ms. Bee is a bit frustrated and insulted with this advice.

Ms. Bee has worked hard to get this particular class to participate in class discussion. She considered a harsh option like that suggested by the mentor teacher, but decided to keep the class discussion going and deal with the off-task group after class. She has already decided on a strategy to make students accountable for taking notes during class discussion as well as how she will proceed if students are off-task in the future. She felt confident that her plan was adapted well to this particular classroom situation, but she would have liked to discuss some details with her mentor. The mentor's advice has left her confused about what to do.

In these examples, the novice teachers are at different stages of development. Although the initial observation was the same, the mentor failed to assess each novice teachers' existing skills for dealing with the observed situation. For optimal learning, the mentor must tailor the amount of scaffolding to the protégé's development. That's a "moving target": as the protégé learns, less scaffolding is appropriate**.**

Discussion Questions

1. In the above examples, the observations were the same, but the situations were quite different. List at least three questions the mentor teacher could ask that would shed light on how much scaffolding the novice teacher needs in order to address the problem observed.
2. For the above scenarios, list at least three levels of scaffolding that could be provided to the novice teacher.

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MELLINEE LESLEY

TEXAS TECH UNIVERSITY

6. "I DON'T REALLY RELY ON THE TEXTBOOK"

Mentoring a Teacher Candidate Towards Teaching Content area Literacy

I first met Lisa[1] when she was an undergraduate student in my content area literacy course for secondary-level teacher certification. Lisa was a white female in her early twenties fresh with enthusiasm about the prospect of teaching social studies to adolescents. In my course, Lisa's performance as a student was exemplary. She attended every class session, completed the reading assignments, participated in class discussions without dominating them, and consistently offered good insights about every pedagogical topic presented in the course. Lisa was also one of the rare teacher candidates who did not exhibit a great deal of aversion to learning about methods of content area literacy. As a social studies major, Lisa quickly grasped the importance of teaching reading in her text-dense content area. Lisa realized the value of Silent Sustained Reading (e.g., Reynolds, 2004), the importance of teaching writing process pedagogy (e.g., Frost, 2001), and the need for a whole school commitment to integrating content area literacy methods in all subject areas in order to foster adolescent students' literacy development (Ivey & Fisher, 2006). Given Lisa's sincerity towards learning about these theories, I believed Lisa would readily integrate content area literacy methods into her instruction. Her student teaching experience, however, did not bear out this prediction.

   The semester after completing the content area literacy course, Lisa began student teaching in an eleventh grade, dual credit U.S. history class at an area high school with an enrollment of 2,000 students parceled into a sprawling building that was larger than the local mall. While student teaching, Lisa was also required to enroll in a capstone course. This capstone course had been designed specifically for student teachers majoring in social studies and met once a week after school in the library of a middle school. I caught up with Lisa again in this capstone course because of a study I was conducting examining the influence of student teaching on teacher candidates' understanding and implementation of content area literacy theories. As part of the study, I administered pre- and post-surveys to the student teachers and invited them to participate in interviews. Lisa volunteered to participate in the interview phase of the study, and she agreed to

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[1] Lisa is a pseudonym.

continue to dialogue with me about her views on content area literacy as she became a classroom teacher a few months after the conclusion of the capstone course.

PREVAILING DEFINITIONS OF CONTENT AREA LITERACY

Virtually every state in the United States requires secondary-level, teacher candidates to take a course in content area literacy methods en route to certification. This requirement is driven by flagging student reading and writing scores on state mandated standardized tests and other indicators of adolescents' poor literacy skills such as NAEP data (retrieved at http://nces.ed.gov/programs/ coe/indicator_lng.asp on August 31, 2011). Irrespective of this underlying goal, teacher educators across the nation teach these content area literacy courses through a myriad of approaches and contexts (e.g., online learning environments, field based learning environments, classes organized around content area specializations). If textbooks marketed for teaching content area literacy to adolescents are any indication, however, the response to the nation's concern over declining adolescent literacy rates has been to arm teacher candidates with general, cognitive processing strategies designed to enhance adolescents' ability to learn from content area texts.

Definitions of content area literacy in textbooks typically reflect the objective of using literacy to support student learning in content areas. For instance, Bean, Readence, and Baldwin (2008) defined content area literacy in their textbook as, "The level of reading and writing skill necessary to read, comprehend, and react to appropriate instructional materials in a given subject area" (p. 4). Similarly, McKenna and Robinson (2009) defined content area literacy as, "The ability to use reading and writing for the acquisition of new content in a given discipline" (p. 6). McKenna and Robinson fleshed out this definition further by explaining, "Such an ability includes three principal cognitive components: (1) general literacy skills, (2) prior knowledge of content, and (3) content-specific literacy skills" (p. 6.) In spite of the fact such textbook definitions of content area literacy contain references to Herber's (1970) notion that "content determines process" or disciplines have unique literacy practices, this sentiment has not dramatically shaped the methods presented in virtually all content area literacy textbooks (p. 4). Rather, most content area literacy textbooks marketed for secondary-level teachers offer numerous student initiated and teacher initiated reading strategies such as KWL charts (Ogle, 1996) that can be *universally* applied to all content areas.

While textbooks have constructed content area literacy as a series of general cognitive processing strategies, current research over content area literacy has increasingly pointed to the importance of literacy practices specific to disciplinary traditions. Focusing on the need for disciplinary experts in the content area literacy equation, Draper, Broomhead, Jensen, Nokes and Siebert (2010) posited content experts should work alongside literacy experts to, "engage and support their students in reading and writing the full range of specialized texts typically used to

create, express, negotiate, and understand disciplinary content" (p. 2). Criticizing universal strategies as remedial and offering further evidence of the need for disciplinary-driven reading instruction in secondary settings, Shanahan and Shanahan (2008) noted,

> By the time adolescent students are being challenged by disciplinary texts, literacy instruction often has evaporated altogether or has degenerated into a reiteration of general reading strategies—most likely to benefit only the lowest-functioning students. (p. 45)

Along similar lines, Donahoe, Evans, and Galguera (2005) argued content teachers needed to approach content area literacy from the stance of an "apprenticeship" in learning to read like a disciplinary expert. Their apprenticeship model focused on cultivating content area teachers' expertise as readers in their disciplines and involved the following steps:

– Engaging students in more reading,
– Making the teacher's discipline-based reading processes and knowledge visible to students,
– Making the students' reading processes, knowledge, and understandings visible to the teacher and to one another,
– Helping students gain insights into their own reading processes as a means of gaining strategic control over these processes, and
– Helping students acquire a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts in various academic disciplines. (p. 24)

The goal of this framework was to offer teacher candidates a discipline-focused blueprint to follow for constructing a knowledge base of content area reading.

In all of these examples, current research in the field of content area literacy has moved increasingly towards defining content area literacy in much more complex and disciplinary-focused ways than universal reading strategies imply. Further, viewing content area literacy through the lens of disciplinary literacies illuminates the unique literacy skills specific to highly contextualized literacy practices.

Recognizing the tension between conversations taking place in research and textbook approaches to content area literacy, in Lisa's content area literacy course, I attempted to synthesize these views by defining content area literacy as, (1) making the discourse expectations explicit within the content area, (2) using literacy as a tool for learning content matter, and (3) improving students' literacy skills through content area learning" (Lesley, 2004/2005, p. 323). With this condensed definition, I set out to bring the textbook tradition of cognitive processing reading strategies together with the research movement towards disciplinary literacies while keeping teacher candidates' focused on the state policy's purpose for content area literacy to improve students' overall acuity with print literacy across subject areas.

TEACHER CANDIDATES' RESISTANCE TO LEARNING
ABOUT CONTENT AREA LITERACY

In spite of state mandates, textbooks, and research concerning the importance of content area literacy theories and methods to enhance student learning, secondary-level teacher candidates are often loath to adopt content area literacy methods (e.g., Draper, 2002; Lesley, 2011; Moje, 2010). Such resistance is typically further reinforced in the school cultures most secondary-level teacher candidates encounter (Alvermann, O'Brien & Dillon, 1990; see also Moje, 1996). Bean (1997) discovered the teacher candidates who had taken a content area literacy course with him rarely implemented any of the content area literacy strategies they learned as student teachers. In this study, Bean also found the student teachers who did implement content area literacy strategies relied on a highly limited selection of strategies.

Since Bean's landmark study, numerous approaches to content area literacy instruction with teacher candidates have been implemented in search of better ways to overcome teacher candidates' resistance to the idea of teaching content area literacy (e.g., Begoray, 2008; Draper, 2008; Lesley & Matthews, 2009; Shanahan & Shanahan, 2008). While this research has greatly enhanced teacher educator's understanding of ways to make content area literacy more relevant for teacher candidates, as teacher candidates transition into classroom teachers much if not all of this learning is at risk of being washed away in the acculturation of schooling (e.g., mandated curriculum, high stakes testing) where there is a pervasive belief that content areas other than the discipline of English do not have time to attend to literacy tasks (Fisher & Ivey, 2005).

Although Lisa did not exhibit any outward resistance to theories of content area literacy while she was enrolled in the content area literacy course, her responses in the interview I conducted with her on the last day of her student teaching assignment led me to wonder about the kinds of student teaching experiences teacher candidates need in order to become adept at integrating content area literacy methods into their pedagogy. From one semester to the next, Lisa's perceptions of content area literacy had changed dramatically.

At the conclusion of her content area literacy course, Lisa had written a final essay expressing her commitment to the idea of teaching silent sustained reading, creating a classroom library, and integrating writer's workshop into her writing instruction. A semester later, Lisa described the pressure she felt to "keep moving forward" with the curriculum and stay attuned to "what you have to cover in this amount of time" as a rationale for not implementing content area literacy methods in her teaching. Perhaps most notably, Lisa began to question her role and responsibility in supporting struggling readers. Although she saw the need for teaching high school students reading techniques, Lisa felt it could only come at the cost of covering social studies content. Lisa noted her students needed much more literacy instruction and summed up their writing skills as "not good" and their reading skills as "adequate but could be better." Lisa expressed some regret about not teaching content area literacy beyond a few minimal activities, but could

not quite let go of the idea that she had no time or tools to teach reading and writing.

Further into the interview, Lisa stated she had no "writing expectations" for her students and did not offer writing instruction. She also stated she did not use writing as a tool for learning beyond requiring students to take notes over lectures or respond in writing to an occasional "bell ringer." Lisa reasoned the "little bell ringer" writing activities she included were still more than what most other content area teachers did. Also, Lisa noted she did teach one required writing assignment for the dual credit course. Describing how she presented this solitary assignment, Lisa stated:

> I gave a MLA format style and that was, okay, go on your own on your paper. I mean, we don't spend a ton of time talking about this is what a great introduction would sound like or how this is how a body of a paper works—we don't do that. I don't know how much time English teachers spend on that, you know, but probably more than a history or science or math teacher would. I think it is more important in a history class.

In this explanation of her writing instruction, Lisa suggested English teachers should teach stylistic elements of writing and as such noted her reference to MLA style in the students' writing was over and above what most content area teachers did. Although she did acknowledge that there was a role for writing instruction in the history classroom with her final statement, Lisa did not note the importance of teaching specific kinds of writing utilized in the discipline of history.

Like her writing instruction, Lisa's reading instruction was virtually devoid of any learning demonstrated in the content area literacy class. Lisa admitted she rarely asked students to read or even refer to their textbooks and explained, "I don't really rely on the textbook." Lisa did assign two novels because they were required for the dual credit curriculum. Support for students' reading these novels, however, was virtually nonexistent. Lisa stated, "When we read *All Quiet on the Western Front* (Remarque, 1929), we didn't even have a discussion." Students read the books independently and took quizzes over them. Lisa discovered students who were struggling with reading these books when they failed the quizzes. Lisa's work with the students who struggled to read the books consisted of individual advice derived mostly from her own reading practices. As such, Lisa's instruction in reading to these students consisted of informal modeling where Lisa reverted back to her own experiences as a student to guide these students in their reading. Thus, I could see no evidence that the theories from the content area literacy class had transferred into her teaching practices in either collective or individual instructional scenarios with students.

As a student teacher, Lisa adopted some methods that were even counter to best practices in content area literacy theories. For instance, Lisa relied on a technique commonly referred to as "round robin reading" where students take turns reading a text out loud paragraph by paragraph. Even though I had put forth a strong argument against using round robin reading in the content area literacy class, Lisa utilized this technique and stated of her students' reading in these experiences,

> I was surprised by some of the students' reading. It didn't flow and they couldn't pronounce words well and they had to sound the words out. I didn't have anyone making fun of anyone else, but I was surprised.

Lisa's use of this technique emphasized for me that she had not internalized even the most basic tenets for reading instruction in the content area literacy class.

With respect to Lisa's sense of her ability and commitment to teach content area literacy, Lisa was very conflicted. Lisa stated, "Yes, yes I wish that I did know more [about teaching reading]," but in the next moment following this statement Lisa also noted she would not pursue further learning on the topic as an educator. It was as if Lisa felt such knowledge was a serious issue in teaching high school students and somewhat intimidating. Yet, at the same time, she clung to a belief that the content knowledge of history was more important for her to continue to develop as an educator. Lisa stated she would like to pursue a master's degree in history but "not literacy."

What had taken place during Lisa's student teaching experience that shifted her perspectives about integrating content area literacy methods in her teaching? Why was she viewing content learning and literacy from the perspective of a "literacy-content dualism" (Draper, Smith, Hall & Siebert, 2005, p. 12) where teachers focus on either literacy or content learning? Was she merely following the example of pedagogy established by her cooperating teacher? Or, were there other phenomena present that dramatically rendered Lisa's learning in my content area literacy class virtually null and void?

Even with Lisa's lack of transfer of content area literacy pedagogy into her student teaching experience, I still did not see Lisa as resistant to content area literacy. Rather, I saw Lisa as having a difficult time integrating new learning—in this case about content area literacy—in a context and role she was unfamiliar with in a setting where there was no support for utilizing content area literacy in her instruction.

MENTORING AS THE KEY TO OVERCOMING THE GAP BETWEEN THEORY AND PRACTICE IN CONTENT AREA LITERACY FOR TEACHER CANDIDATES

The most difficult part of Lisa's student teaching experience was the relationship she had with her cooperating teacher and the lack of support she felt in selecting pedagogy. Lisa's cooperating teacher was a tall, middle-aged, white male coach whose preferred mode of instruction was lecture. Lisa's first comments about her student teaching experience in the interview centered on the severe mismatch in teaching styles she encountered with her cooperating teacher. Lisa stated,

> I think it is hard adjusting from what you would do to what someone else has already done with their classes. It's hard to change, or get the students in gear to how you want to teach. ... I can't spend a lot of time doing fun and engaging activities every day. I have to get the content so I do a lot of power point and I do a lot of primary source documents, pictures, *YouTube* clips. I pass out a lot of papers that maybe have a primary document or ask questions and 'let's discuss this.' But, it's been difficult because they are not used to

that. To get them to want to do these things—it's been a challenge. ... It's literally, he [The cooperating teacher] reads it [lecture notes] and then waits a couple of seconds for them to copy down word for word exactly what he said.

The low points of student teaching for Lisa did not have to do with uncooperative students and feeling unprepared to handle classroom management, the subject area, or even content area literacy. Rather, the rupture of Lisa's student teaching experiences involved the lack of mentoring she received from her cooperating teacher and the friction within their very A-symmetrical, expert-novice, deficit-based relationship (He, 2010; Lesley, Button, Elliot, Griffith, Hamman & Olivarez, 2009). Lisa expressed deep anger at her cooperating teacher for "stealing" a power point for a lecture she was preparing to give. Lisa also expressed feeling angry about being directed to teach through a lecture style by her cooperating teacher that was counter to her professional identity and pedagogical goals.

When I asked Lisa, "To what extent did you feel prepared for your student teaching experience?" she described not feeling prepared for the relationship she had with her cooperating teacher. Lisa stated,

I felt prepared, um, I think that I could have been more prepared in the fact I was hesitant at first when giving lectures because that is definitely not how I can or ever will teach. So, I think my lesson plans could have gone better. I wished that I had been with someone who would have helped me with that because I did not get that at all...He just said 'do whatever is comfortable for you. I want you to try as many things as possible' ... but I didn't [feel comfortable] to do it because I was interrupted a lot.

Thus, Lisa found herself thrust into a teaching style she had not been prepared for in any of her education courses. With respect to teaching using methods she believed in, Lisa stated,

I would feel uncomfortable doing that because he was there, and it was not what he would do. He would say, 'is this what you're going to do *every* day?' I mean it was just— It's hard because he is so old school. It's hard for him to go out of that box. He would always interrupt me. He would never leave the classroom. I never had full reign of anything and that doesn't make me feel like I'm actually teaching. It makes me feel like I'm being watched over like I can't go out of my box and do things that I want to try. That's hard to feel intimidated the entire time because these kids look up to you like you're the boss and then you think my boss is looking over my shoulder all the time. You know? It's hard. And kids could see that.

As I listened to Lisa's indignant narrative, I felt frustrated about the breach between Lisa's coursework and her student teaching experience and Lisa's lost opportunity to practice content area literacy methods. Lisa was an extremely bright teacher candidate, teaching advanced high school classes, and yet her student teaching experience had amounted to little more than a reinforcement of poor

teaching practices. By the conclusion of her interview, I felt I had profoundly failed Lisa as her content area literacy instructor.

Still hoping to connect pieces of her student teaching experience back to her content area literacy class, I asked Lisa, "What, if anything, applied from the content area literacy class to your student teaching experience?" Lisa answered,

> Well, it definitely changed my perception from me being held responsible for language and literacy in the classroom. I never really thought about that because all the history classes that I took were coaches that wasn't what they wanted to be doing, that was required of them to be able to be a baseball coach or whatever. So, making that just as important as anything else I think, I have a different outlook on that now...I still don't know if I'm comfortable teaching a child how to read like basic reading, but I think I can be an advocate for someone.

In this response, Lisa reverted back to her educational experiences prior to student teaching. Lisa compared her high school teachers' pedagogy to the basic premise of content area literacy. Further, Lisa's knowledge base for teaching content area literacy consisted of a vaguely idealistic reference to the importance of literacy with an embedded reference to reading pedagogy that was extremely nascent. It is clear from this response Lisa transferred only the most rudimentary elements of the content area literacy class to her student teaching experience.

If Lisa's cooperating teacher did not mentor Lisa during her student teaching experience, who did? When I asked Lisa about this she stated another peer who was student teaching in the same school provided moral support. The supervising teacher from the university also provided Lisa with emotional support which helped Lisa not quit student teaching altogether when she was at her wits end with her cooperating teacher. Also, Lisa found support in her capstone course. Of the capstone course Lisa observed,

> I actually liked that it had your overall content in there because you take all of these classes with all the same people and you form these friendships and you get to reflect. It is really a fun thing to reflect and to know that you are not alone doing it. I think that was good. All the history people we've all been in the same classes, so it's really like your little community, and I think it's good to have that comparison.

All of these forms of mentoring helped Lisa survive dealing with her cooperating teacher, but they did not help Lisa become a confident and competent teacher. With respect to the goal of helping Lisa connect theories from her content area literacy class to student teaching, Lisa needed pedagogical mentoring that would allow her to reflect on the theories underpinning her practice within the context of teaching. Aside from lessening the intimidating atmosphere Lisa encountered as a student teacher, to be able to implement content area literacy she greatly needed a role model and mentor

in the classroom setting who could help her close the theory-practice gap. Without this guidance, the leap was too great for Lisa to implement techniques and theories from the content area literacy class.

THE MENTORING TURN IN TEACHER EDUCATION

Recounting her own frustrations with mentoring a student teacher in a troubled relationship with a cooperating teacher, Bieler (2010) argued mentoring student teachers should be constructed around the following question:

> How can we create teacher preparation experiences that provide better opportunities for new teachers to 'feel their own strength,' to begin their careers with strong senses of themselves as actors and knowers? (p. 392)

In fact, a growing body of research suggests mentoring student teachers is key in order for teacher candidates to emerge as competent classroom teachers (e.g., He, 2009, Bieler, 2010).

In the last two decades, notions of supervising student teachers have evolved into theories of mentoring relationships. This mentoring turn in teacher education research denotes a shift from viewing student teachers as passive receptacles of learning to active agents embarking on a professional journey. Further, the mentoring turn in teacher education emphasizes mentoring teacher candidates should be a reciprocal as opposed to an A-symmetrical relationship. Based on an analysis of research on mentoring relationships, Ambrosetti and Dekkers (2010) found "that mentoring, although complex, is mutually beneficial for mentors and mentees" (p. 45). Thus, in the case of a content area literacy mentor, the mentor should learn alongside the mentee about implementing content area literacy in a specific context. Bieler (2010) referred to such reciprocity as "dialogic praxis" (p. 392). Bieler described dialogic praxis as a "space" where student teachers "can enact agency" and "negotiate tensions" (p. 420). Bieler posited, "When mentors and student teachers enact commitments to fostering agency, they re-create and affirm their identities as agentive educators" (p. 421). Similarly, He (2009) argued mentors and mentees need to be mutually "engaged in continued professional growth" (p. 269). Bieler (2010) felt such agentive positioning of teacher candidates would "create a more just society within and beyond the classroom" (p.393).

If we define mentoring as "emotional support and professional socialization in addition to pedagogical guidance," Lisa's mentoring in the latter two aspects of this definition were weak to nonexistent (He, 2009, p. 263). In the mentoring relationships formed between cooperating teachers, university supervisors, teacher educators, and teacher candidates, teacher educators are often left out of the equation during the student teaching experience. If a "mentor's modeling and interactions with their mentees are vital for instilling the resilience necessary for teachers to meet the challenges they face," teacher candidates like Lisa desperately need pedagogical guidance from teacher educators (He, 2009, p. 263). Similarly, teacher educators need to learn from teacher candidates especially during the student teaching experience.

STEPS TO TAKE TO MENTORING TEACHER CANDIDATES
ABOUT CONTENT AREA LITERACY

The most important step teacher educators can take in mentoring teacher candidate begins with the teacher educator's stance. First and foremost, teacher educators must believe in the teacher candidate's ability (and right) to grow intellectually and engage in meaningful reflection free, as much as possible, from judgment. Teacher educators must see the teacher candidate as an agent within the student teaching setting and advocate for a similar positioning with the cooperating teacher. Mentoring should promote a positive as opposed to a deficit professional identity for teacher candidates. Mentors and mentees need to establish co-constructed goals for the student teaching experience that are specific to the context and each individual's professional strengths. Beyond this fundamental stance, teacher educators need to engage in the following to promote pedagogical mentoring:

1. Stay connected to teacher candidates as they begin to teach. This connection is particularly critical during the student teaching experience and ideally should be enacted in a teaming approach with the cooperating teacher and university supervisor.
2. Lead teacher candidates to engage in meaningful and theory-based reflection about content area literacy throughout their student teaching experience.
3. Create a space for dialogic praxis in which learning is mutually constructed between the teacher candidate and his/her mentors (e.g., cooperating teachers, university supervisors). It is critical that student teachers not be made to feel alienated from their previous learning and coursework. The best people to help teacher candidates through this process are those who know the content of the classes they took prior to student teaching and are willing to enter the context of the student teaching site to problem solve with the student teacher.
4. Minimize the sense of power and A-symmetrical, expert-novice roles in the mentoring relationship through conversations framed in processural terms. Model your learning process in the current setting.

Ideally, the mentoring relationship between a student teacher and a teacher educator will be situated within a teaming context that involves the cooperating teacher and university supervisor with the goal of "actualizing a philosophy of education, orchestrating a positive learning environment for students and maintaining the desire for life-long learning" (Feldman & Kent, 2006).

AN EXERCISE FOR TEACHER EDUCATORS

To help teacher candidates learn from their student teaching experiences, mentors should ask the following questions as points of entry into pedagogical reflection about content area literacy methods:

− Think of a specific lesson you taught recently. How did you use text (broadly defined) in your lesson?

– What were the ways you supported student comprehension or creation of the text throughout the lesson.
– How did the students in the class respond to each of the techniques for supporting their learning/comprehension of the text? What *evidence* can you point to that helped you make these determinations about student learning?
– On a scale of one to ten (ten being the greatest) rank students' overall engagement with the text. What techniques could you employ to help students become more engaged with the text? What other kinds of text could you use?
– Even if you felt the lesson was successful, can you think of a content area literacy method or technique from your content area literacy class that you did not use that you could have also used with this lesson?

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SUSAN D. MYERS

TEXAS TECH UNIVERSITY

SECTION 2: MENTORING FROM THE FIELD

Those of us who work with teacher candidates realize that mentoring doesn't end when new teachers graduate from teacher preparation programs and find employment. Actually, mentoring and induction activities for these newly hired professionals should be just beginning. Reported statistics continue to indicate that beginning teachers still choose to leave the profession at rates of upwards of 50 percent within the first three to five years, concluding that quality mentoring programs are important not only to support novices but also for retention. The chapters in Section 2 address various aspects of how mentoring and induction practices impact this notion of increasing capacity within the contexts of schools. Increasing demands on educators make it imperative that new teachers arrive with extensive content knowledge as well as the mind-set of a seasoned teacher who has the ability to implement multiple teaching strategies for diverse learners. Additionally, those in the field find their roles changing to meet the needs of a changing student population as academic coaches, leaders of professional learning communities, and conducting peer evaluations of colleagues as reported in much of the research from DuFour, Hord, and others. Add to this mix that large numbers of seasoned teachers are retiring or leaving the profession while school districts are experiencing severe budget cuts supports the idea that sustainable mentoring programs to address these concerns are an unspoken asset, yet valuable commodity.

This section surveys a wide variety of mentoring initiatives and activities from the inside; those practitioners in the field who design, implement, and provide mentoring support. Chapter 7 provides us with a platform to examine personal and interpersonal resources that can help guide others in developing mentoring programs. Adams, Greene, and Kim share a plan that builds resiliency and a program for guided reflection that new teachers can internalize. Their experiences reflect what many of us who visit with teachers in their setting often reveal. However, not only do they provide us with the struggles of novices and a snap shot of their reported disillusionment with teaching, but they also include for the reader a pathway of a structured mentoring approach that builds resiliency by highlighting the specific strengths of their participants.

Some of those represented in these chapters perform mentoring activities from a sense of professional and moral responsibility, such as in Chapter 8, where teachers who were released from an underperforming school and reassigned to

other locations continued to find ways to mentor. Their stories highlight some of the specific pressures teachers encounter with the increasing focus of accountability and standardized test scores. Additionally, as severe budget shortfalls become an increasing reality in many school districts nationally, many administrators will recognize and appreciate the dilemmas the narratives these teachers represent.

Chapter 9 traverses in a different direction, taking a different path by exploring how even a highly technical environment requires a specialized type of mentoring; one that can be transferred to other settings and contexts. Susan Brandt examines the collaborative nature of mentoring within the immediacy of live performance, highlighting the importance of communication and recognizing peer strengths as they work together for an end product. Her work within this venue is illustrative of the collaborative skills necessary for new professionals to be successful in their chosen professions. Many of her concepts and implications for practice are examples of activities being implemented in many of the professional learning communities currently enacted in schools.

Chapter 10 provides a blueprint for how a mentoring certificate for teachers in the field was conceptualized and then brought to realization. Anderson and Myers examine how a program of study, with sequenced course work, can provide teachers a sense of developing their skills as professional mentors. The information in this chapter also presents a template for others who would wish to replicate a similar program, at a regional or district level. Chapter 11 by authors White and Boling provide insights regarding their experiences with mentoring best practices in online courses. As online courses and programs increase in number there is little research about how to provide mentoring support other than in a technical sense. White and Boling, however, provide explicit examples and suggestions as to how students can have additional mentoring support within the asynchronous delivery of online delivery.

Section 2 brings the discussion of mentoring in the field full circle with Valle's and Luna's chapter on leadership mentoring. If teachers, both beginning and seasoned are experiencing increasing demands for accountability, then administrators face these issues and pressures at an even greater level. Current mentoring research examines how administrators and school leaders also need mentoring support. Simply being "ready to lead" by having participated in a supervisor program does not recognize the intricacies of the personal qualities necessary to become an effective leader in a variety of contexts. The authors provide significant insights about this much needed type of mentoring that honors their struggles while proposing additional exercises and activities for school leaders to increase mentoring support.

Hopefully, as you read each of the selections for Section 2 you will find inspiration as to how mentoring and induction is evolving for those of us who are teachers currently, or who work closely with new educators. Additionally, I hope you find the challenges and obstacles faced by the authors or their participants in these five chapters and how they sought to resolve these issues with thoughtful recommendations helpful as you grow in your mentoring practice.

RONI ADAMS, WILLIAM GREENE AND YOUNGHEE KIM

UNIVERSITY OF SOUTHERN OREGON

7. EMPOWERING NEW TEACHERS THROUGH CORE REFLECTION

INTRODUCTION

Kate had a successful year in our Master of Arts in Teaching (MAT) program. She was an outstanding student in university coursework, a gifted student teacher, and among the fortunate few to be first hired from her cohort. Talented in drama, singing, movement, and creativity, Kate brought her passions into her primary classroom and engaged the students on the carpet with her vocal inflections, theatrical facial expressions, and infectious laugh as she read aloud, taught them songs, and infused gestures and movement into their activities. Her entry into first year teaching, though, was fraught with difficulties that none of us had foreseen. A new principal, lacking an elementary school background, questioned Kate's early childhood practices and beliefs. She told her to "stop singing" and to move the children from the carpet to their desks, charging her with being "too positive." A colleague brought her stacks of math worksheets, explaining that " the kids really like worksheets" and assuring her that her students would stay so much quieter when doing seatwork instead of the hands-on manipulative materials and activity-based lessons Kate preferred. Other colleagues offered suggestions for stricter classroom management techniques. Kate was bewildered. She was using the "best practices" she had learned at the university; she was fulfilling her ideals about what young children should be doing, yet she was being criticized, challenged, and "watched like a hawk" by her principal.

As university professors and supervisors, we had heard similar stories from informal contacts with our former student teachers. They were disappointed with the school climate, testing demands, overcrowded classrooms, behavior problems, time constraints, difficult encounters with administrators, and socialization pressures at the schools in which they were working. We had witnessed our young teachers struggling and suffering, but felt helpless to offer more than brief words of support and encouragement. We wanted to do more. After attending a core reflection workshop by founders and researchers, Fred Korthagen and Angelo Vasalos, offered at our School of Education in the fall of 2007, we realized core reflection might be a process which could bridge the gap between our teacher education program and the first year of teaching and might offer an avenue for providing deliberate and meaningful professional and personal development for both our current students and our graduates during their transition into teaching.

We wondered if our established roles and relationships with the new teachers and a shared background of philosophy and pedagogy could be a fruitful foundation for mentoring.

We decided to invite the recent MAT graduates who had secured teaching jobs in our community back to the university to meet with us once a month. We held two-hour meetings in the early evenings of convenient weeknights, provided refreshments, and took field notes as our beginning teachers shared the joys and struggles of their teaching lives. We soon realized that these meetings were providing a lifeline to many of our teachers, and they wanted to continue attending. Through our notes and through transcripts of taped audio recordings of our meetings, we began to see evidence of the value and transformative power of the core reflection process on our new teachers, and now, five years later, we are continuing to meet with several of the teachers from our first year as well as many of the new teachers who joined us in subsequent years.

In this chapter, we will provide a brief overview of core reflection as a strengths-based approach for helping teachers continue to develop their identities and to retain the ideals that drew them into teaching while empowering them to become advocates and leaders in their educational settings. We will share through scenarios some of the data we collected that briefly describe challenging teaching stories and the changes we saw emerge from our teachers over time. We will show how we adapted what was originally a one-on-one coaching technique to a group setting and how we facilitated group meetings. We will end with concluding remarks and provide an exercise that can be used to practice coaching with the core reflection process.

BACKGROUND ON THE CORE REFLECTION APPROACH

Cultivating core qualities in ourselves and those in our care, along with the "capacity to teach with greater consciousness, self-awareness, and integrity," loom large in the literature on reforming the profession of teaching and are posited as necessary conditions for successful professional development (Intrator & Kunzman, 2006, p. 39). Core reflection synthesizes insights from psychology, psychotherapy, various wisdom traditions, and research into human consciousness. It seeks to put individuals back in touch with their essence (Almaas's, 1987) with the ultimate goal of unlocking human potential. The idea behind core reflection is that a teacher's awareness of her core qualities– including her identity and mission–determines to a great degree how she will answer the questions, "Who am I and how do I reflect who I am?" (Korthagen & Verkuyl, 2002, p. 44). This becomes a critical point of intersection in the process of exploring one's inner landscape as a teacher: the point where one's identity as a human being intersects with one's professional development (e.g., Palmer, 1998; Korthagen & Verkuyl, 2002).

Core reflection is based on the so-called *onion model* (Figure 1)*.*
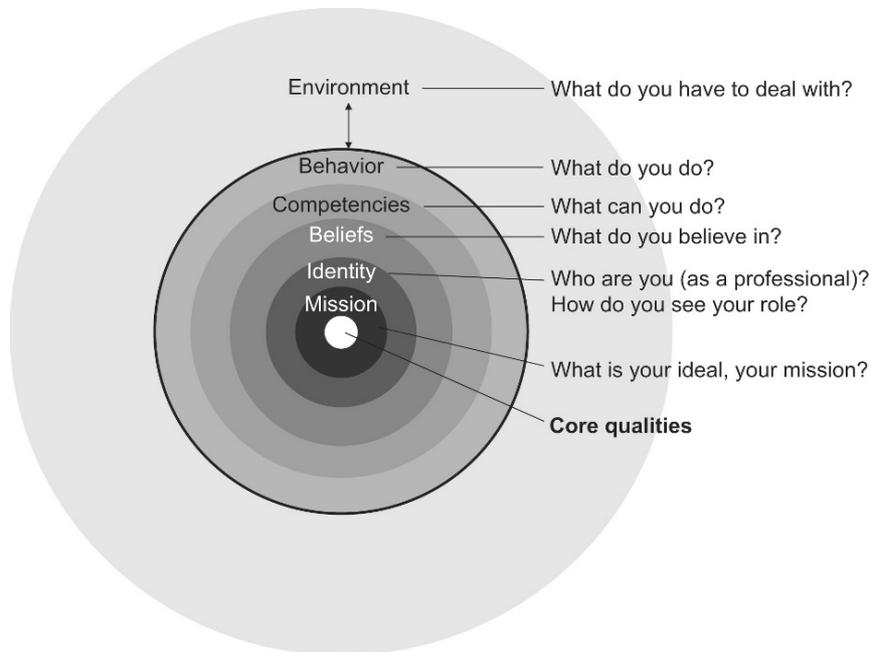
This is a model describing the relations between a person's inner self and her behavior in the outer world (Korthagen, 2004; Korthagen & Vasalos, 2005). The six levels of this model are (1) the environment, (2) one's behavior in relation to this environment, (3) the competencies determining one's behavior, (4) the beliefs guiding one's functioning in the outside world, (5) sense of identity, (6) mission. The sixth level is also referred to as the level of *spirituality*. Reflection at this level is concerned with what inspires us, with what gives meaning and significance to our work or life.

The idea behind the onion model is that the various levels influence each other; more specifically, that the inner levels determine the way an individual functions on the outer levels, but also that there is a reverse influence (from outside to inside). When people experience problems in their lives or work, a friction exists between the levels in the onion model. When there is alignment between the levels, one experiences what Csikszentmihalyi (1997) calls *flow,* or a state of optimal functioning, in which one feels that one's expression in the real world reflects 'the real me.' In other words, there is a sense of identity and integrity. Flow has been shown to lead to both effective behavior and wellbeing (Deci & Ryan, 2000). Hence, the assumption underlying this approach is that alignment between the onion levels has a positive impact on both teachers' and their students' learning. A helpful incentive for becoming aware of the deeper level is the switch from a focus on the problems people experience to attention to their ideals. In people's ideals, their identities and inner missions become visible as well as their core qualities, for example, creativity, steadfastness, flexibility, love, wisdom, and courage. In the

recent and rapidly growing branch of psychology called *positive psychology*, the importance of such qualities is emphasized along with the need to build personal growth on these so-called *character strengths* (Seligman & Csikszentmihalyi, 2000). A positive approach toward personal growth, and the idea to nurture personal qualities and to build on them, provides a strong framework for a new vision of education (Korthagen & Vasalos, 2005). In this approach, people's core qualities are used to support the development at all levels in the onion model.

Among the principles that are demonstrated in the facilitation of core reflection theory are: promoting awareness of core qualities and ideals; identifying internal obstacles to acting out these core qualities and ideals; promoting awareness of the cognitive, emotional and motivational aspects of core reflection; trust in the process that takes place within a person; support for acting out the person's potential; and promoting autonomy in using core reflection (Korthagen & Vasalos, 2005). In simple terms, we coach our teachers through the obstacles they face by implementing a process known as the "elevator model." (Figure 2) We encourage them to share what they're thinking about the issue they bring to our group; then we ask them to describe the feelings they're experiencing when they talk about the problem; we ask them what they want, how they would like things to be in the situation, and to focus on their ideal solution or situation. When they describe their ideal, we move them down the elevator again, from thoughts, to feelings, to desires and ultimately, to action.
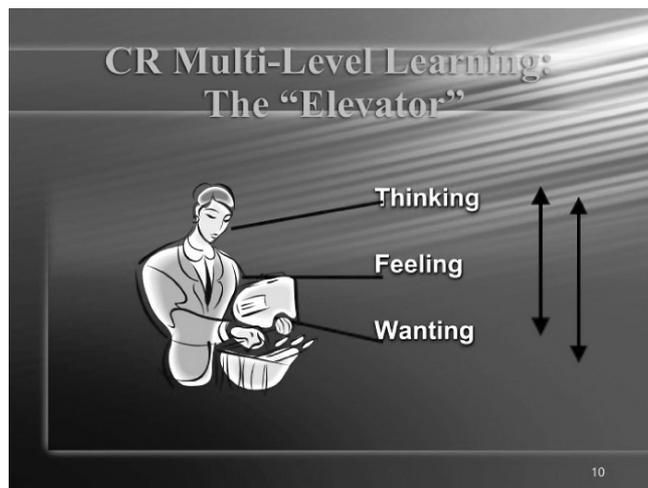
Kate described the value of this process during her second year. "This group has definitely allowed me to get out of my head and all of that anxiety, down into my heart of feeling appreciated and having my strengths recognized by others, and then…down into my core of, what do I really want? What do I want from the world of education; what do I want from myself as a person; what do I want in my classroom?" Through the recognition of their core qualities, the use of the *onion* and *elevator* models, and bringing forth of the best in the members of our group,

we believe we help foster the conditions for deeply connecting with one another, for opening up hearts and minds as a learning community, and for realizing the transformative power of core reflection.

Just as Kate came to the first meetings of our Beginning Teacher Group depressed and demoralized, tearfully claiming she was "mourning " the loss of her hopes for what teaching would be, other new teachers also reported feeling overwhelmed, frustrated, and disillusioned. These complaints became patterns we recognized in future years as new teachers joined our group. "This is not what I expected. I'm not enjoying it. I'm barely keeping my head above water. It's overwhelming! I'm so stressed…" Comments like these showed us that our teachers were facing a common theme of dissonance created by a lack of alignment between their mission as teachers and their actual experience in schools, "I know what I want to do and what I should be doing, but I'm almost forced to do what everyone else is doing," Hearing about their frustrations, we were worried that our promising new teachers would succumb to socialization, abandon their educational ideals, or become so discouraged that they would leave the profession. As they disclosed their issues and obstacles throughout their first year, and we facilitated our meetings by coaching them with core reflection, we watched them gradually move from fragmentation to wholeness. In her fourth year, Kate summarized her experience with core reflection in our group. "I believe you when you tell me my core qualities…we built our philosophies together…and you help me put the mortar back into the cracks of the bricks." Through the following scenarios, we hope to make the process of putting the "mortar back into the bricks" come to life.

PAT: FROM RELUCTANCE TO RESILIENCE

Pat was a bright, enthusiastic, and promising young teacher, who had studied Early Childhood Education as her undergraduate major, and who was determined to achieve her dream of becoming "an ideal kindergarten teacher." Happily, she was hired to be just that! Her drive and desire to do a "perfect job to conquer the early childhood world" as a first year teacher and to prove herself the right choice for the school, turned out to be a short-lived aspiration. No later than a few weeks into the new school year, she found herself immersed in her "insufficiencies" but still trying to deny her sense of being "fragmented and out of alignment." She found herself feeling "not as effective as I should be" and "disconnected" from her full sense of identity as an ideal kindergarten teacher. When she received the invitation to our first core reflection meeting, she was still in denial. She did not want to go to a new teacher group defeated and unsuccessful, perhaps even be reduced to tears in front of the group, so she "absolutely refused to come to the meeting." By not attending that meeting, she thought she could avoid sharing the truth of what was happening in her classroom. Her kindergarteners were having difficulties adjusting to school; her principal didn't understand her developmentally appropriate approaches; and her work seemed so much harder than she had ever imagined. "It was my own pride that was in the way because, you know, I have an undergraduate

degree in early childhood education and I have a Master's degree in education—so why is this so hard?" Feeling defeated, devalued, and disapproved of caused her to "ignore emails and phone calls…I didn't want to go because things for me weren't what I thought they should be."

By deciding to join the second meeting and to return each month, she found the value of "coming back" and "being part of the whole, the continuing relationships" with her peers and professors. "It's not, I went to school and I'm a teacher and I'm done!" She mentioned many times the importance of the "connection" she felt with our group. "You've spent all of this time working so hard with these people (in the MAT program) and doing all of these wonderful things, and then you go off and get your job and you're the new teacher, in a place where you might not be connected yet. There's so much going on that first year that to have someplace to go…and have that two hours in a month to sit with people who you trust, who you're comfortable with and know that I can tell you what's happening and you can help me through what I'm thinking, what I'm feeling, and then what I really want out of the situation, and help me toward what I'm going to do to move myself forward based on who I am as a teacher, is amazing! I'm so glad to have these relationships to come back to…they are here with me to support me and help me remember who I am!"

Toward the end of our second year of meetings, Pat commented at a state conference presentation, "My level of awareness is so much higher now that even though this is the second year we've done this group, even in just the last three or four months, it was like something clicked, and all of a sudden, I'll be standing in the middle of my classroom and realize something's *off* and then I can, by this process (core reflection) figure out what it is. Is it because I have a headache? Is it because I had a parent phone call five minutes before my kids walked in? What is it that threw me off—and how can I get back to *here*? Pat learned to assess herself using the *elevator*, and to find her resilience in the moment so that she could return to a state of presence and flow.

Understanding the importance of teaching the whole child in her work, Pat shared her wisdom, applying it to teachers, "You have to educate the whole teacher. I know people who I work with who are disconnected, and who aren't nurturing their whole person and it shows. You can tell they're not happy and they're stressed. It has to be a whole-person process, because you are who you are, and when you walk into that classroom, you're you!" On another occasion, she laughingly commented, "I see this group as something that is very important to me, and it's very important to my teaching, and so I want to stay as long as I can. I hope I don't get kicked out because I don't think I can live without it!" Pat is now in her fifth year and is a senior member of our group; she plays an important leadership role at our meetings, observing and naming core qualities in her peers, being deeply attentive and supportive, and offering spontaneous core reflection coaching for beginning teachers.

ALLISON: FROM SOCIALIZATION TO SOCIAL JUSTICE

During the second year of our meetings, we welcomed new first year teachers into our group, and as we heard their issues and witnessed their feelings, we began to

assume that the challenges our teachers faced seemed most daunting during that initial year. The themes and patterns of disempowerment, disillusionment and despair that we had noticed the year before were repeated in the stories of our newcomers.

From the moment we met her, we could see that Allison had a unique brand of spunk and spirit. Honest and outspoken, she was never reluctant to ask hard questions or to express her opinions. Raised in a home life full of hardships, she had found school to be a refuge, a safe haven, and she decided she had to be a teacher to help other children like her. "When I was in school, the structure was really safe for me, and if they told me, 'Today we are going to…scale a mountain,' I would be okay as long as I didn't have to go home." Not only did she want to provide emotional comfort and security for the children who didn't have it at home, she also wanted to provide positive social interactions and enriched curriculum and instruction. Her philosophy of education clearly defined her commitment to equity and social justice. She entered her first teaching job eager to change the world! She was placed in a school serving a low socioeconomic population and was given a large fifth grade class; most of her students had parents who didn't speak English. She knew her students had many needs, yet the school's curriculum was standardized, scripted, and worksheet driven, with very little room for creative or interactive teaching and learning opportunities. Being who she is, Allison brought up her concerns with other faculty and tried to engage them in conversations about their ideals for improving the education of these children. "I asked a philosophy question and they looked at me like, 'What are you talking about? Why would your philosophy have anything to do with how you're teaching?' And it's frustrating because…it would be so easy right now, so easy, to start printing off the worksheets and falling in, because that's what everybody does…" Allison felt the pressure to conform, to go along with the school culture and expectations, but her spirit and drive were strong. She came to our group meetings eager to share her struggles. "The MAT program was so different; it gets you pumped up to teach, and you think, I'm going to change the world next year! And then you get out there and right away you just feel like you're supposed to jump in line…cattle call!" She described how overwhelming it was to be expected to do what everyone else was doing, to be offered lesson plans, pages of paperwork, and a constant barrage of advice. At one of our meetings later in the school year, she exclaimed, "Yes, I want my kids to learn the standards. And yes, I want them to be able to pass the test. But more importantly, I want to feel comfortable teaching them…but I've finally came to the point where I don't care anymore. If I get fired…if I just keep doing what I'm doing, and it's the right thing, I'll get another job. Once I realized that, yes, it's still stressful, and yes, I'm probably going to get the ax at the end of this year, but I'm going to go out there again." Even armed with her core qualities of strength and determination, Allison experienced disappointment and anxiety and eagerly looked forward to attending our meetings to receive empathy and support and to get re-charged and energized to keep on acting in accordance with her beliefs and trying to make a difference in the lives of the students she teaches.

At first we thought that the challenges our first year teachers faced might be indicative of a natural stage of development in becoming a teacher that would appear

and then be overcome or outgrown. However, we soon noticed that our second and third year teachers still faced serious obstacles as they grappled with new tensions. What changed, though, was that they had a place and a process for helping them cope with these tensions. Allison is a case in point. In her second year she was transferred to a kindergarten class in a rural school with a population of poor and transient students. Here she grappled with providing them with the social, emotional and readiness support they needed while being told by the literacy coach to stick to the script. She was outraged. She was the expert on what her unique group of learners needed in order to succeed yet she was stifled by the demands of a one-size-fits-all curriculum. In only her second year, she was motivated to volunteer for a district-wide superintendent's advisory committee, consisting of a member from each school site and all the school principals. She is still a member, and she actively voices concerns from the teachers at her school site about policies and practices and the effects they are having on teachers, families, and students.

Even in her third year, moved to a new grade level to teach first graders, she agonized over yet another insult….teams of administrators, reading coaches, and teachers had been charged with touring classrooms on "focus walks" to make sure teachers were using the literacy program "with fidelity" and filling out "integrity checklists" meant to catch teachers who weren't in compliance. Allison was aghast that first graders were expected to sit still on the carpet for an hour and a half, while teachers tried to impart all of the detailed items on the two-page checklist. Again, Allison's sensibilities were strained…yet her resolve grew stronger. She questioned her coach, "So you're not worried about the curriculum, you're worried about the implementation; you're looking at teacher behavior. Is that right?" Her coach replied, "Oh, no. This is a learning experience—this is collaboration." She told our group, "This is all driving me crazy, obviously…it's pretty scary that they're doing this and calling it collaboration…it's really fear-based, they're afraid of not having control of everything we do…but when I was totally fried…I couldn't *do* the *elevator* on myself because I was being pulled in every direction." With empathy, support, and reminders from her peers, she recognized her core strengths, took pride in her advocacy for improving the education of her students…and continued to use her voice, her ideals, and her leadership skills to rally other teachers to the cause and to bring up these issues in her advisory committee.

HALEY: FROM UNCERTAINTY TO EMPOWERMENT

Frequently, in the course of our meetings, teachers attest to the value of coming back to our group to share their experiences and receive support and encouragement from their peers. Haley joined our group in the second year, just after she graduated from the MAT and received her first job. During the MAT program, she was a relatively quiet, good-natured, and easy-going member of the group whose promise as a teacher lay partially obscured behind the more outgoing personalities of her peers. As the year went on, though, Haley started to open up, became more engaged, and spoke up with greater confidence and eloquence, more assured in her conviction to be a great teacher. By mid-year, as her cohort

coalesced into a bonded and trusting community, Haley's personality emerged more fully and radiated with her core qualities of care for others, love of children, and passion for serving vulnerable students.

During her first year of teaching, Haley struggled internally with how to be the best teacher for all of her children. With high hopes for beginning her career in the school in which she had done her student teaching, she soon realized she wasn't living her ideal. She started thinking of herself as less confident and less competent as she tried to meet the needs of all the students in the class while struggling to fully serve one particular student who showed severe behavioral problems. "I've had a really rough year…a really hard, hard class. And I've had to make some really tough decisions. And I come here, and I get to talk about that." In this case, the group's process in using core reflection helped her to confront the blocks she faced in one of her defining challenges.

Haley came to our group for support and left the meetings feeling trusted and validated. "It gives me the support to make those hard decisions and reminds me that I'm making those decisions from the person who I am, and those feelings that I have, and the caring thoughts that I have for my kids…that my decisions are coming from the right places." In the process of sharing her state of mind in the group discussions, she realized, "Nobody makes the decision for me, they don't tell me what to do [in this meeting], like if I go talk to a colleague at school, they might tell me how to deal with that child… The conversations I had with them are nothing like I have with my peers who are going through the first year…. I really like how we are able to talk…we don't give each other the answers. We help each other." Heather felt empowered by the listening and support she received from our group. She said it gave her, "…a different way of thinking. And that's what I really enjoy. Instead of just powering through, you know – something's off but – I'm just going to keep on going, which I would have done had I not had the ability to step back and say, 'Something's not feeling right. I need to take a minute to think about this and look at how I'm going to get it from what it is now to what I want it to be, and make it feel right again.' I really feel like that's helped a lot…the decisions that I'm making are from who I am–from my core."

It was through core reflection that the discovery of her positive core qualities and innate strengths occurred. She felt that honesty, trust, and willingness were necessary components of the group process, and that the challenges led to growth. "The great thing is that these difficulties that we struggle through create a bond in the group that is just amazing, and it allows us to become stronger people and stronger teachers, and deal with these very real and very complex problems that we have both inside and outside of the classroom, and so it's very valuable."

At the end of her third year of attending our group, she told the half dozen new teachers in the room how valuable the group was to her. "I just want to encourage all the first year people in the room to come back and to keep coming back….This is where I found the ability to regain my confidence in myself—it's so empowering to come here and hear how other people are doing and hear that you are doing what's good for kids. This is where I find my passion every single month, and I look so

forward to it even after three years. I made a commitment to myself in my first year, saying I'm not going to burn out…I haven't lost my passion because of these people."

IMPLICATIONS FOR PRACTICE

As we watched the teachers from the first two years of our group meetings becoming advocates and leaders in their classrooms, schools, and communities, we also saw their leadership skills emerging within our Beginning Teacher Group. They seemed to naturally transition into modeling the coaching process, facilitating the asking of *elevator* questions, naming each other's core qualities, and providing positive messages as they encouraged their peers. The following section outlines some ideas and thoughts on how to best conduct group sessions with cohorts of new teachers, illustrating the process of core reflection.

Facilitating Group Sessions

Although we had taught the principles of core reflection in our classes, and practiced one-on-one coaching with students and colleagues, we didn't know how it might work as a group coaching experience. We gathered our group together and learned how to facilitate as we went. Sometimes we asked a guiding question; other times we went around the table with each person taking a turn and sharing whatever they wished. When we observed an opening, we would interrupt with an *elevator* question, or name a teacher's core qualities, or point out the body language someone used while visualizing an ideal, in an effort to model the process rather than explicitly teach it.

There were times, however, when we addressed the core reflection approach directly, such as William did in the following excerpt with Haley.

WILLIAM: Do you have something where you're feeling particularly blocked, an obstacle…?

HALEY: I do…. for the first two months of school RB was standing on desks and screaming and kicking...he's supposed to be in fourth grade and he's in third…he's reading at a first grade level and writing below kindergarten level…. He's severely behind and behaviorally he's got a lot of issues as well…

WILLIAM: We're using Haley's situation as kind of a model for core reflection…one of the things that we have learned about is that it's ok to frame the problem but not go too long on the problem…what we'll do now is move her to identifying the problem. What is the actual obstacle for you at this moment?

HALEY: Making the decision to call [child protective services]. It's really hard for me, because he's had so many obstacles…

WILLIAM: How does it make you feel to talk about that? Where do you feel that in your body? … Can you describe a little of what you're feeling?

HALEY: Shaky … my hands sweat, I feel shaky.

WILLIAM: What would you want in this situation? What would be the ideal outcome for you?

HALEY: The ideal is…for him to have a solid foundation…. because he can't learn without somewhere to sleep, without electricity, without food, without somebody who cares for him…

WILLIAM: What would it be like for him if he had those things?

HALEY: It would be a hundred times better for him…

WILLIAM: What would it actually look like for him if he were to come to school…cared for…having a caring home to come from… what would you notice?

HALEY: He'd be on time every day, he would have breakfast in the morning… he'd be able to focus, he'd probably be a happier kid, and he wouldn't be so nervous and scared all the time.

WILLIAM: Can you describe your body right now…what does it feel like when you're talking about what you envision for him, what your ideal would be for him? Think about how you feel … do you feel that you're connected to your core qualities?

HALEY: I think so…I wouldn't be feeling so much if it didn't reach that core…

WILLIAM: Clearly your caring is a huge example of your core qualities…your empathy, your sense of advocacy for the child, your tenaciousness in seeking out possible solutions, explanations, help, and you've done more than most people would do… You've already acted consistently with your core qualities in this case. Any observations or questions others want to interject or ask Haley?

YOUNGHEE: How do you feel now that you shared with us?

HALEY: I feel a lot better and I know more now of what I want to do, definitely. I feel like it's coming from a reassured place...being able to think it out in here…not necessarily exactly what my choice is going to be but where my choice is coming from is nice…

WILLIAM: There's nothing about this process that's supposed to be solution-giving…the idea is that when you're in touch…it's going to be the right decision.

YOUNGHEE: Also, I noticed that when you were talking about your ideals…when you saw him doing so well, being on time and well fed, doing the things that you wanted him to do…you looked so strong. …

PAT: Your face changed when you were talking about the ideal…your tone of voice, your eyes…. and I felt like, wow, you could just see how that solid experience could help ground him and do so much for him…just emanating from you. The elevator brings you back to what you really want and being able to know how it feels to speak ... at your core and getting back to what you want for this child, what you wish for and hope for… everything about your demeanor shifted….you seem so much more grounded now….

YOUNGHEE: Yes, … you're not shaking, you're not sweating…much calmer, solid, and …determined…you look stronger…

WILLIAM: It's amazing the power of naming core qualities in other people…and when you get them to attach to their ideals...things that they're passionate about, they're committed to…then talking about it can be incredibly powerful…

In this excerpt, Younghee and Pat both contributed insights that confirmed and validated Haley's process. We saw over and over again how our teachers took over guiding each other through core reflection. We were excited about their abilities to take on facilitation roles with their peers and realized the sustainability of this coaching method.

CONCLUDING THOUGHTS

The positive, strengths-based nature of core reflection created an open and receptive climate in which teachers were able to realize their potential. By focusing on developing the inner selves of the teachers, we were able to help them bring out their best qualities and innate abilities to solve their own problems. We were also pleased to discover that the group format itself had a powerful impact upon the teachers. By attentive listening and spontaneous coaching, the more experienced teachers became co-facilitators and leaders of our group. Newcomers felt embraced and supported by like-minded peers. The internalization and implementation of the core reflection process helped our teachers within the group meetings, but also extended beyond the mentoring meetings into their schools and classrooms. Our teachers became more grounded, more capable, and more secure in the leadership of their classes. They also took on committee roles at their schools and districts, became mentor teachers themselves, and are now even taking on cooperating teacher roles in the training of student teachers for the university. Core reflection has become the transformative mentoring process we hoped it would be, a promising practice for coaching, improving, and empowering new teachers.

REFLECTION AND CELEBRATION ACTIVITY

For people wanting to experience the core reflection process, the first step is to read the article, "Levels in reflection: Core reflection as a means to enhance professional growth" (Korthagen & Vasalos, 2005). Then, find a partner and ask your partner to briefly describe a "burning issue." As the issue is shared, pose the following focus questions.

• THINKING: What do you think? Why…?
• FEELING/SENSING: What do you feel? What do you sense in your body when you are having this feeling?
• WANTING/DOING/ACTING: What do you want? What do you need? What would you want to do or say in this situation? Which of your core qualities could you mobilize?

Next, have your partner visualize the ideal created in the "wanting" portion of the *elevator*. You will see how describing the ideal solution will make your partner

shine. Body language, voice, facial expressions and attitude will shift; then ask what thoughts and feelings emerge now as the new image is brought to life. You can help your partner by genuinely naming the inner strengths and core qualities you see that will help in taking action toward the ideal. As your partner begins to view the situation from a different vantage point, he or she can imagine the possibilities, and instead of becoming stuck in the obstacles, move toward alignment, authenticity, and empowerment.

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SUSAN D. MYERS

TEXAS TECH UNIVERSITY

8. WHAT HAPPENS TO MENTORING WHEN SCHOOL BUDGETS ARE CUT?

Teacher Mentor Narratives

ABSTRACT

This case study was originally conducted as part of a larger pilot study of mentor teachers who participated in a university-based Master Mentor Teacher Certificate program (MMTC). The primary focus of this study was to investigate if mentor teachers who had participated in the program were involved in other leadership activities at their campuses, tracing their developing leadership identity once they completed the MMTC and returned to their primary teaching duties. Given the current financial situations in school districts nationally as well as locally, the author revisited the participants eighteen months later to examine if school restructuring efforts within this district had altered their leadership capacities or their mentoring activities.

INTRODUCTION

School districts nationally are facing financial crises. Recent reports of teacher layoffs, contract negotiations and state budget shortfalls are exacerbating the challenges already perceived in teaching. Increased accountability for teachers means that new teachers who are hired in this climate of change must enter the profession prepared to teach and evaluate data in a way their peers a generation ago never experienced (Harris, 2005; Sherrill, 1999). Undeniably, school districts are facing some tough choices and making some hard decisions as to where to trim budgets to offset the current predicted shortfalls. Mentoring and induction programs implemented to provide support for new teachers will undoubtedly come under close scrutiny as to their cost effectiveness and if not eliminated entirely, then likely reduced in functions, activities, accessibility, and personnel.

As a researcher who has devoted a career to studying and providing mentoring support, I was distressed to watch as programs are dismantled or altered to the point as to make their actual function meaningless. In the region of the country where I work, mentoring new teachers has typically and traditionally been focused on those who teach in the primary grades; kindergarten-fifth. Just as professional

development school configurations are limited at the secondary level nationally; the same can also be said regarding mentoring and induction. While there are numerous large-scale mentoring programs available and currently operating successfully (*e.g.* New Teacher Center, Santa Cruz, CA; Illinois State Induction Initiative) this is not the case in many other locations. Mentoring programs are often perceived as costly and time consuming, thereby being one of the first programs to be eliminated completely or relegated to the status of yet another mandated, but unfunded activity.

The two researchers represented in this inquiry had been involved in various mentoring programs since our arrival at a large public university over nine years previously. We were awarded a small amount of internal funding instrumental in the implementation of a college-based academy for teacher induction to provide materials and services for local area schools. Additionally, we were the primary people responsible for the design and delivery of a larger-scale mentoring program conducted for a federally funded grant. One of the results of the five year grant project was the creation of a university-based certificate program, the Master Mentor Teacher Certificate (MMTC). Mentor teachers from the two secondary schools involved in the grant project enrolled in the MMTC, and after completing the four graduate level courses received a certificate from the university. Mentor teachers completing the MMTC were also eligible to continue at the university and apply the graduate hours earned through the certificate towards a master's degree.

As part of the MMTC, a previous study had been conducted to examine the leadership activities and mentoring activities that our cohorts were currently engaged in either at their campuses or at a district level (Myers & Anderson, 2008). Twelve participants from the original two cohorts were interviewed as to the types, duration, and intensity of the mentoring practices conducted at their schools sites, either by them or by others.

Since completing our previous study nearly two years prior, the district that employs a majority of these participants has undergone many changes; a new superintendent and associate superintendents, the complete restructuring of the central office personnel, and academic restructuring of the lower performing campuses. Additionally, within the last four months there have been layoffs, reduction in central office staff, and program budget cuts in anticipation of a state budget shortfall of over fifteen billion dollars, resulting in a five billion dollar public education budget reduction (Statesman; November, 2011). This shortfall will not only create a series of layoffs for teachers and other public sector employees, but also reduces available student financial aid and closes four community colleges. There had even been a monetary incentive offered to all who would confirm that they were retiring or not returning the following school year. This local context was the primary impetus for this study. My colleague and I wondered what would happen to the mentoring and leadership activities of these teachers who had completed the MMTC when the schools were cutting funds and reorganizing their teaching force. I decided to pursue this through a separate inquiry, where I was primarily interested in investigating where these teachers

were now and how they viewed the changes occurring. The following questions guided this inquiry:

– *How did participation in the MMTC facilitate their continued leadership capacity?*
– *What specific mentoring activities were currently occurring on their campus?*
– *How were they involved in these activities?*
– *What were the anticipated changes for their school sites with budget cuts and reductions?*

RELEVANT LITERATURE

Defining Teacher Leadership

My focus will be on the ways in which teachers lead through either developing or participation in mentoring activities within their own school contexts. For this inquiry, I defined teacher leaders as individuals "who want to make a difference, encourages colleagues to be motivated, and makes a contribution to the improvement of teaching and learning in a given setting" (Cowdery, 2004, p. 129).

A significant challenge in examining teacher leadership is defining the roles teachers take on as leaders, as well as how they define themselves within these roles. Sherrill (1999) has identified how illusive and ill-defined these roles and responsibilities can be, not only to the teachers perceived as teacher-leaders but also to their colleagues and administrators. Additionally, as schools take on different configurations in restructuring efforts these responsibilities are magnified and the expectations from administrators are increased. Budget reductions appear to be shifting increasing amounts of responsibilities and duties to school principals, who in turn, seek out support from team leaders or leaders on their campuses. (Dozier, 2007; Harrison & Killion, 2007; Johnson & Donaldson, 2007). Couple these events with differing notions as to what leadership looks like and how it is expected to be enacted in the field creates additional stress, confusion, and occasionally conflict among school faculty (Sherrill, 1999; York-Bar & Duke, 2004).

Theoretical Context of Teacher Leadership

The difficulty in studying teacher leadership can be attributed to several factors; differing definitions of leadership, identifying the myriad roles teachers undertake in the field, and the changing organizational structures within many of the public schools (Hord; 2009; Lieberman & Miller, 2004; York-Barr & Duke, 2004). While the body of work on teacher leadership research has greatly increased over the past decade, there appears to be a growing emphasis on how teachers collaborate within the context of their settings, referred to as a third wave of teacher leadership (Silva, Gimbert & Nolan, 2000).

The focus of the first wave of leadership focused on the increase of teachers participating in administrative duties intended to streamline or to increase efficiency within school organizations (Beijaard, Meijer, and Verloop, 2007). One of the unfortunate developments of this type of occurrence has been described as "neutering" the profession by creating roles for teachers that positioned them out of teaching and into tasks that assisted administrators. The second wave returned teachers to classrooms, emphasizing instructional practice and establishing teachers as experts who were expected to share their expertise with colleagues as consultants or observers (Lieberman & Miller, 2004 ; Silva, Gimbert & Nolan, 2004; Webb, Neumann & Jones, 2004). Again, positioning teachers into these types of roles, while returning the focus to teaching and student learning, created its own challenges. Teacher leaders were expected to use their instructional skills and knowledge to demonstrate how other teachers should also teach. This type of positioning proved somewhat successful but also increased a sense of a more restrictive school culture. The literature indicates that from these two phases there began to emerge a third phase which focuses on the administrative leadership and support systems within organizations that foster building leadership capacity within school cultures (Fullan & Hargreaves,1996 ; Beachum & Denith, 2004; Bennet & Marr, 2003).

The reform movement from the 1980s definitely impacted how teachers were looked at in terms of their place within the organizational structure. York-Barr and Duke (2004) traced this movement and over three decades of research about how teacher leaders were identified and developed in relation to the support necessary to build capacity for expanding collaborative endeavors among administrators and school faculty. The three reform directions were identified as "*technical, professional, and client focused "(*York-Barr & Duke, 2004, p. 256). The technical aspect of school reform efforts most closely mirrors the first wave of teacher leadership discussed previously; where outside experts (researchers) are used to improve teaching. The professional component of restructuring efforts emphasizes the nuances and intricacies of the daily aspects of teaching; instructional decision making, accessing and using student data, and the multiple roles teachers must embody (Hargreaves & Fink, 2006). Additionally, the research on the professional component of teacher leadership explicates the value of collaboration and reflection within supportive organizational systems, leading to the most current trend of professional learning communities as a way to improve teaching and learning practice (Hord, 2004). Acknowledging and appreciating that teachers have the knowledge and ability to improve practice if provided the necessary structures to accomplish this indicates a respect for teachers as leaders within their own contexts.

Professional Identity and Teacher Leadership

Similar to the growing amount of research and literature concerning teacher leadership is the information available related on teacher identity. Just as defining teacher leadership ship is an elusive activity, providing a definition for teacher

professional identity is probably even more so. In the literature research professional identity can be categorized into three areas; the formation of identity, identifying the characteristics of teachers during the formation of their identity, and the forms of representation of studying professional identity such as personal narratives. Additionally, studies about professional identity tend to focus either on the cognitive aspects of identity formation of practical skills for teaching and learning or on the socio-contextual considerations of teaching and teacher identity (Sachs, 2001; Verloop, 1995).

Furthermore, just as this definition of teacher leadership refers to the different levels of leadership capacity development, I will take the stance that similarly there are differing levels of identity formation. For the purpose of this study, the author will focus on the writings of Bennett and Marr (2003) and Sachs (2001) using a broader definition of teacher professional identity which parallels the previous discussion presented about the wide range of teacher roles and the evolving nature of teaching. Also, since this study was situated within the context of a monetary budget crisis and the ensuing reduction in resources and personnel, we would like to structure our discussion around two prevailing world views of teaching. These two competing perceptions posed in the research by Sachs (2001) indicate that teachers and the teaching profession have been defined as emerging into a democratic professionalism view or its counterpart a managerial professional is perspective.

The managerial professionalism view considers teaching as a profession that should be evaluated and assessed in an effort to determine teacher effectiveness. This perspective is favored by employing entities as its intention is to regulate teacher performance, linking it to student achievement. This view is reflective of a growing political trend internationally. One of the challenges is providing an exact definition of professionalism and who determines how this is measured. Policy makers are interpreting this to mean increased accountability and implementing evaluation measures in an attempt to make connections on several levels; teacher preparation, student standardized test scores, and school achievement records. Issues such as value-added are becoming increasingly embedded in funding opportunities, policy briefs, and other politically driven programs. Conversely, the democratic professionalism stance has at its core, "an emphasis on the collaborative, cooperative action between teachers and other educational stakeholders" (Sachs, 2001, p. 153). This perspective coincides well with the agenda on school reform through professional learning communities, and developing leadership capacity through a model of collaboration and democratic professionalism. By examining teacher leadership and teacher professional identity through a lens of democratic professionalism provides an in depth look at the nuances of teachers' emotions and their vulnerabilities as these relate to the micro politics within their contexts. This agency can be an indication as to how teachers interact and work within reform efforts, either impacting them positively or negatively (Kelchtermans, 2005).

The Cost of Mentoring

While a vast majority of the literature focuses on the impact of teacher leadership and professional identity development on student achievement, the cost analysis of implementing programs is more difficult to determine. School culture research is probably the most descriptive in terms of how to implement professional learning communities (Cowdery, 2004; Hord, 2004; Lieberman & Miller, 2004) and the mentoring component for sustainability (Ackerman, 2007). Most campuses who wish to provide quality mentoring have found a variety of means to incentivize and institutionalize these practices. When surveying teachers about the types of compensation that encourage their participation in PLCs, organizational leadership activities, or mentoring activities, they report that providing some type of acknowledgement and appreciation of their skills is more valued than financial incentives (Johnson & Donalson, 2008). These studies tend to support the research on professional identity formation, in that mentors who work in school cultures that encourage collaboration provide mentoring support as an extension of professional responsibility.

PARTICIPANTS AND CONTEXT

The participants for the original study were drawn from a pool of three cohorts of secondary teachers (N = 25) who completed four graduate level classes that focus on mentoring new teachers. The participants all originally taught at two high need secondary schools in a school district in the western region of the state. For the first study, the researchers contacted all of the participants in the three cohorts and solicited their participation in our follow up. We then sent each of them an electronic survey with questions that aligned with our inquiry questions and the literature on mentoring, teacher leadership, and professional teacher identities. Once the survey results were returned, selected individual semi-structured interviews were conducted with six participants to obtain additional data for triangulation. The ages of the participants ranged from 28 years of age to 54 years of age and the years of teaching ranged from six years through thirty-one years. There was one African- American teacher, two Hispanic, and ten White teachers represented, which was also reflective of the demographic distribution of faculty members at the original two campuses.

Both of these researchers have had prolonged engagement at the school sites where the participants are located. They were also the instructors for the courses the mentors completed for the Master Mentor Teacher Certificate Program. Additionally, the researchers have conducted field-based courses for post baccalaureate teacher certification courses in the district secondary schools. The author continues a professional relationship with the participants and continues to visit them at their school sites or at other professional development activities.

For the current study, the author identified where the mentors were currently practicing and if there had been any changes in content area taught, grade level(s) taught, or any other professional changes that had occurred from the previous investigation. She determined that six teachers had moved to new locations, some

not necessarily by their choice. Two of the teachers in one of the academically struggling schools had been given notice that they would no longer be teaching at that campus. They were able to relocate to two separate schools-one to an alternative campus for at-risk students, and one to a campus for students enrolled in the juvenile justice system. Others moved to different campuses in other districts, newly initiated programs, or to different positions.

METHODS

Data Collection and Analysis Strategies

Following the guidelines of qualitative research design (Merriam, 1998) this study was conducted as an ethnographic bounded case study. Data sources included an online survey instrument, developed by the author and sent electronically. The questions were designed based on current research about professional learning communities, professional development opportunities, and teacher leadership. Other data sources consisted of documents including; narrative responses on the surveys, researcher personal journals, electronic communications, and text from archived, electronic messages. Additional sources included extensive field notes, including notes from informal conversations and transcripts from semi-structured interviews.

Analysis began with an initial reading of collected data to establish the initial coding for major categories and descriptive phrases. A second analysis of the data was conducted to reveal more detailed themes and categories. These themes and categories were audited by a qualitative researcher familiar with similar graduate courses taught in the college, but unaffiliated with this study. Additional methods of triangulation of the data were employed through follow up interviews and member checking.

Additional sources included extensive field notes, including notes from informal conversations and transcripts from semi-structured interviews. The semi-structured interviews followed a protocol set of questions that were guided by our research questions. However, each respondent was encouraged to provide additional questions of their own during the interview process. Each participant was interviewed for approximately 30–45 minutes by the author during a scheduled time at the school site where the mentors taught, or as a focus group scheduled for their convenience. The interviews were then transcribed and checked for accuracy, with member-checking employed when appropriate. Each participant was provided anonymity.

FINDINGS

Two primary themes related to teacher leadership emerged after an analysis of the data; teacher mentors as organizers/implementers and teacher mentors as learners. These two overarching motifs identified how the mentor teachers perceived themselves as having the capability to organize and implement an informal mentoring program at their campus. The mentors defined their mentoring activities as leadership roles, which was supported by interview data collected from participants. Of the remaining original cohorts of teachers who participated in this

most recent study, one more has completed their graduate degree and another one has enrolled with the intent to complete theirs in the near future. Additionally, the mentor teachers included in this case study are currently engaged in further developing a stronger mentoring network within the school and the district through involving themselves in conferences, workshops, and other professional development activities.

Theme One: Mentors as Organizers/Implementers

When asked how they defined themselves as mentors and leaders, all of the participants rated themselves as effective leaders both in their department and at the campus level. Recurring descriptions included words such as;

> *knowledgeable, organized, can listen to all sides and knows who to put in charge of specific mentoring activities.*

Additionally, the specific mentoring activities they identified were illustrative of a professional identity that was rich in self efficacy. Each mentor had been involved with at least one student teacher and had invited multiple pre-service teacher observers into their classrooms. Furthermore, each had been involved with a new teacher during the past eighteen months, either one in their department, one new to their content area or one that was new to their specific building. The mentors also displayed other characteristics that demonstrated their self-awareness of themselves as organizers and implementers. Several took on the role of leadership by presenting mentoring plans at faculty meetings or disseminating their plans at education conferences. Others designed a mentoring plan and program that they presented to the school administrator at their campus who was responsible for teacher professional development.

One unexpected finding was that the mentors were divided on their awareness of a district-wide structured program for mentoring new teachers. They all reported they had been involved in some fashion with teacher candidates or pre-service teacher observers, and received a minimal amount of financial compensation. However, each mentor reported that while there was some paperwork involved in this process, they were unaware of an established protocol to use within their own contexts. Perhaps one reason for this lack of awareness is that these were all mentors from secondary classrooms. It is well documented that teachers in secondary schools still teach very much in isolation, with a focus on content. Although the professional learning community movement is slowly becoming more apparent in secondary schools, it was this author's experience that this had not occurred at these locations.

Theme Two: Mentors as Contextual Learners

The second theme that emerged during the study was that these mentors were very much learners within their specific contexts. The following comments illustrate how they now looked at mentoring through a different lens.

I learned to approach new teachers in the building first- not wait for them to come to me. It helped to establish a relationship, build rapport, and gave them an opportunity to "know I was there for them" but that it would be between us. We now share not only our idea and materials, but other things. The teacher who was shy, now freely comes and asks if I have this or that. They have also given me new ideas and materials also- While it is nice to be in the same content area and/or close in age, it was also nice to be able to work with someone from another discipline.

Many others appeared more aware of their developing mentoring skills, such as listening and being more observant of the colleagues and those they mentored, as indicated by some of the following excerpts:

I think I learned to be a better listener, to be more direct- don't just ask "are you ok? Do you need anything?...but take time to stop and ask specifically about needs and concerns.

...that mentoring is not just being a friend or buddy, but occurs over time, learned not to try to make them a "mini-me", but to develop on their own as teachers I am always so positive, that it took me a while to realize that one of our new teachers in my dept. was very reluctant and anxious about being observed. We were able to discuss it and while he still feels very anxious about it- he can see a different perspective.

The mentors also demonstrated this through their ability to take the structured program offered by the MMTC and adapt it for their schools, departments, and in their work with teacher candidates. As they were unaware of a district-wide protocol or elected to not use what they considered "too elementary" in appearance to use personally, they developed their own power point presentations, handbooks, and forms to use to document their unique situations.

A special note should be made concerning the two teachers who moved to the alternative site locations responded quite differently to their situations. The reason they were given for their release concerned student achievement scores and budgetary concerns at that campus. The first teacher, Penny, was at first bitter and angry about being released from her current position. However, when the author visited her at her new location, she seemed to be empathetic to the students' needs and had come to feel slightly more effective within this new context. Since this study, Penny has completed her master's degree and plans to continue her mentoring activities by working with teacher candidates at the university level.

Budgeting Cuts and Incentives

A portion of the data collected related to the types of incentives these mentors expected for implementing their activities. While the school district still provided some monetary compensation for each teacher candidate that a mentor assisted during the student teaching semester, money was rarely a consideration or mentioned as one of the primary factors to mentor. This was particularly true for

mentoring activities conducting with newly hired teachers within the mentor teachers' departments or at their campus. Teachers commented that they felt this was a professional obligation to "give back" and help others the way they had been helped.

IMPLICATIONS FOR PRACTICE

This investigation highlighted how mentors who had completed a program of study for a mentoring certificate appeared to have an increased sense of their abilities to mentor, developing their capacity for sustained leadership within their contexts. Their sense of professional identity formation supported their perceptions of themselves as organizers and implementers who continue to be contextual learners, adapting mentoring to the unique needs of their populations. The following quote from Sue embodies the overall motif of this concept:

> *I think we made an impact- we were able to bring to the administrator's attention that there were some new teachers in the building we were going to lose if someone didn't step in- Coaching duties and teachers who had to float to a different room each class period were still occurring- Hopefully, there will be less of that next year. We will also have a better conference periods next year with our new schedule.*

Although financial compensation is always welcomed for any additional activities requested of teaching professionals, administrators should also consider providing other types of incentives to the mentors in their schools and districts. Being recognized for their contributions to mentoring new teachers was often cited as an important factor in being appreciated as a professional. An opportunity to share their ideas, materials, and mentoring plans with other plans was also a motivating factor for these mentors. As administrators consider ways to mentor the new teachers they hire, enlisting the assistance of effective mentors can turn an unfunded mandate into an effective and productive reality.

CONCLUDING THOUGHTS

Administrators who wish to build capacity and encourage shared decision making can learn from the stories of these mentor teachers. Developing a community of learners and expanding teacher leadership skills rely on teachers who are committed to improving student learning and achievement through their own learning. When seasoned teachers have ample opportunities to engage in meaningful conversations about teaching, then the school climate and culture can become more synergistic.

Teacher leaders, especially those who teach in urban settings or schools with highly diverse student populations need encouragement and continued mentoring themselves as they try new roles and navigate different ways to develop their leadership skills. These teachers' insights also shed light as to why mentoring-types of relationships are of such importance to teachers in helping them to

increase their capacity for leadership. The mentors articulated personal leadership descriptions vis-à-vis mentoring within the culture of their secondary classrooms and school. It initially appears that these teachers have created a venue to at least begin collegial conversations about teaching, mentorship, and personal growth as professionals.

DISCUSSION QUESTIONS

The following questions could be used as discussion starters for any graduate seminar course, either in curriculum studies, educational leadership, or education administration. These questions could also serve as discussion focus points for several types of professional development activities with mentor teachers, school administrators, or district level administrators. Those readers who work with teacher candidates, be they alternatively certified new teachers or even those completing a student teaching semester could also incorporate these questions into class discussions within the context of developing as a teacher leader in local learning communities. Additionally, using the questions as a guide, a variety of formats could be used; written journals, online threaded discussions or chats, or small group discussions.

– *How valuable do you view mentoring as part of; teacher induction? Teacher leadership?*
– *Describe the types of mentoring activities that occur where you currently teach or work.*
– *Who would you identify as mentors in your setting? Describe their characteristics that make them a good mentor.*
– *How are these mentors compensated? What types of incentives are offered?*
– *If your school, district, or region no longer supported mentoring, how would this impact your setting? -What changes would you forecast?*

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9. MENTORING STUDENTS IN A COLLABORATIVE TEAM ENVIRONMENT OF LIVE PERFORMANCE PRODUCTION

I have just one minute
Only sixty seconds in it
Forced upon me—can't refuse it
Didn't seek it didn't choose it
Buts it's up to me to use it
I must suffer if I lose it
Give account if I abuse it
Just a tiny little minute
But eternity is in it[1]

Teaching students to think and work in a collaborative team environment can be frustrating, inspiring and elusive. In a live performance environment the students are put in the position of having to make decisions as part of a team. The domain is a fast paced goal oriented environment. The plan is to teach a group to become a collaborative team. As an educator I became entranced with Dr. Benjamin Mays' prayer poem. What if the topic of the poem was how to make a decision? The student has only one minute to decide. The clock is ticking; the student cannot hand off the decision to anyone else. They did not seek the opportunity to make a decision; it came to them with the responsibility of the work load. The project will languish by not making the decision. They will suffer if they misuse the moment but will receive the reward of satisfaction if there is approval at the end of the day. It is only a minute out of the day but as time passes the stress of grappling to make any decision can feel like an eon.

Production students are technology bound individualists who must learn to be a part of a team that will transcend their specialty and make something that can only be created in a cooperative organization united to complete a common objective. By participating in active learning environments the students participate in the building of their learning environment through collaborative constructions of a sharable product. (Engestrom, 1999) Activity theory suggests that students learn by doing. Students who participate in live performance production team have the elements of active learning built into the process. The components of an active system include: tools such as technology, a subject that is the collaborative team, an object such as

INSERVICE

Implementing effective professional development strategies
- Teachers facilitate change in knowledge and behavior based on long-term sustained experiences in which they practice and apply new strategies.
- Teachers establish collaborative networks and systems of support to assist in development efforts.

ATISA SERVICES

Table 1. Academy Components & Characteristics

Components & Characteristics	Targeted Needs	Delivery
Professional Pedagogy and Practice	New teachers should possess competencies in content delivery and understand student learning	Academy faculty and experienced mentors provide assistance with the development of expertise in the following content areas: • K-12 Teaching strategies • Motivation of students • Classroom management • Diversity • Instructional technology • Assessment/evaluation
Content Knowledge	Subject and/or teaching field competencies: • Math/science • Language Literacy • English • Social studies • Health/PE • Business Applications • Special Education • ESL	Resources to support appropriate content areas Faculty expert support
Field-based Programs	Provide individualized services for specific audiences, on-site or at other specified settings	Mentoring by in-service or retired teachers Critical friend dialogue and support in small groups or individually
Nontraditional Instructional Delivery	Support on an as-needed basis, dialogue between new teachers and mentors Support includes addressing personal and professional needs as indicated by new teachers	On-line instruction Seminars Electronic correspondence

the project being worked on, rules or the constraints of the planning of the project, division of labor are the job roles, and the commonality of community is defined at the classroom environment. (Barab, 2002) Each element is reliant on the others to help push the team towards their outcome of a successful opening night.

UNIVERSAL STUDIOS: THINKING ON YOUR FEET………..

While working at Universal Studios I observed the collaborative nature of live performance in action. I was the stage manager at the Animal Actors stage. Every work shift I sat in the center back row of the audience making live announcements and running all the technology required for the live show. I was able to monitor the animal trainers and observe how they shifted gears when things did not go as planned. Some cats missed their cues and I once saw a pig enter the stage early. The number one goal was a safe performance and a happy audience. Each scene had a new animal to perform with the trainer. My job was to run the cues as needed in collaboration with the trainer. No matter what happened, the show continued without the audience being aware of any missteps. The entire team, cast and crew worked seamlessly to put on a good show.

CREATING A LIVE PRODUCTION

No show is produced by one individual: teamwork is essential in a fast paced environment where all participants are focused on the common goal of opening night. Some productions are effortless, while others are a minefield. A production team can be defined as a group of specialists from a variety of technical disciplines working towards a unified objective. To become a productive member of a team the artisans must learn skills that enable them to function collaboratively. The experts have knowledge of a specialized area.

All productions are created in an organized domain. The producer hires a director. They agree on a concept for the production, and then they hire a team of designers. This team creates design concepts in their specialties to support the production concept. Then a support system of specialists and technologists are hired to fabricate the design concept into reality on stage. The work environment is collaborative and creative. A production team is composed of independent experts who must unite to achieve the goal of opening night.

Mentoring a team of technical specialists can be challenging. As a mentor the goal is to guide the specialists and technologists to develop new skills that will help them integrate with other disciplines. The skills include defining common elements, creating and maintaining communication, and developing collaborative strategies. Workers in live performance environments work in teams composed of "a small number of people with complementary skills who are committed to a common purpose." (Hawkins, 2011).

What does all this have to do with mentoring across disciplines? I believe that mentoring is critical for students to transition into upwardly mobile positions. At the beginning of my career I was hired at a regional theatre as a scenic intern. By the

third month on the job I was the Technical Director. I began the job with a knowledge and understanding of how to work and function in a scene shop and was a specialist in my discipline. When I became the technical director I had to learn how to communicate with all the other departments; each had their own specific knowledge of their specialized discipline. I learned that each department had common issues; keep their budget intact, meet their deadlines and see their contribution on opening night. Each area manager had to continually collaborate with the other area managers to be successful. They might have to share space, deadlines, and production elements. At the beginning of the process the management team had to put all these elements together into an agreed upon timeline.

A CASE STUDY

Background

In a live performance environment workers need to use technology to convey ideas, document, and collaborate data in an instantaneous information world. Live production teams are the perfect model for creating a successful computer-mediated communication environment. Researchers have studied the relationship between the student and the technology as the students use the technology to examine the ideas and complete projects. (Tolmie, 2000) It was found that the teams become object directed instead of team directed. (Barab, 2002) This observation demonstrates why live production is a good example of action oriented learning. The success of live performance is directly related to the common goal the entire team shares with opening night. The idea is that the use of computed mediated technology will enhance the production team's fluidity at making decisions and completing tasks. As technology inundates our daily lives we are learning to create lines of communication by using asynchronous communication such as email and texting. (Hrastinski, 2008) Production teams have a built in team goal; opening night. This allows them to focus on the deliverable tasks they must complete. It is my belief that if the teams take the time at the beginning of the process to create a transparent information sharing system, they will find the time needed to collaborate as a team. The transparent systems only work if the team is willing to go to the effort to use the tools they are given.

Hypothesis

Using a transparent communication system teams will create a collaborative environment for the collection and presentation of deliverables.

The characteristics of a transparent communication system include a method to preserve an information trail that gives users the information they need in order to understand what is going on at the time they need it. (Zumeta, 2000–2011)The system will provide information readily available to all members of the team. Each member will be able to read, write and edit content any time they choose. A transparent system should include a place for all the data to collected and stored for archival purposes. This archive should also include a repository of correspondence, deadlines and the decision making process. It is my belief that in this age of

instantaneous communication a transparent system should be fast and efficient. Email, texting and the internet are examples of instant information service devices. A team using these devices correctly can create an interactive transparent work space.

History

One can trace the history of live theatre as far back as the Greek performances in the coliseum around 500 B.C. (Thespis) Early producers were able to create huge pageants without the help of electricity. Before the age of computers one had to take notes on a pad of paper, copy it and mail it. Theatrical companies held weekly production meetings where the stage manager took copious notes and disseminated them to all the departments. It was difficult to make large changes in the midst of the process due to the cumbersome nature of information dissemination. Today we live in a world of instant gratification. Information is obtainable from a device that fits in our pockets at a moment's notice. This ability has provided the power to radically transform the production process.

Description of the Project Process

A class of twenty two entertainment technologists was asked to form into five production teams. Each team was to build and use a transparent communication system to complete a series of tasks. The teams were responsible for collecting information such as locate a performance venue, visit the venue and evaluate the resources available. Each team was given a production rider for a fictional production (A rider is a detailed list of all the technical needs for a touring show). The team's job was to find a venue that would best accommodate the rider in New York City. The culmination of the project was a presentation of each venue. The teams had thirty days to complete their tasks. Each group needed to demonstrate their ability to manage their team's time, skills and resources. Each team was charged with creating an organizational system that would allow them to collaborate, delegate tasks and coordinate schedules of the team members.

Methodology

The teams had three technologies available to use. Each team could also schedule as many face to face meetings as they chose.

	Face-to-face	Phone/text	email	Wiki
Team 1	weekly	NO	YES	NO
Team 2	NO	NO	YES	NO
Team 3	NO	YES	YES	NO
Team 4	6	YES	YES	YES
Team 5	2	NO	YES	YES

Process

Collecting Data. Each team needed to create a survey, visit the venue in person to get the necessary data and photos. Next they needed to compile the data into a power point presentation. Each team needed to review the venue and present their results. During the planning of their tasks, the teams discovered that it was impossible to find a date and time when all members were available to tour the venue. Each team had to delegate this critical task to one or two individuals. Creating an organized survey for the team members going to the venue was critical to the success of the project.

Communication Stream. Team One met once a week to share information and make decisions. They used the tried and true method of face to face meetings. The team used email to confirm deadlines and share documents. One member did a web search to find a venue that met their criteria. They collaborated in the face to face meetings and delegated all the deliverables as individual tasks to be done between the meetings. The team obtained all the information needed for their presentation. All documents were prepared and presented on time.

Team Two used only email to communicate. Instead of collaborating to pick the venue, one member chose the venue based on a past experience. Due to the nature of email and its one way communication stream the team actually had to tour the venue twice to collect the necessary data for the project. They never had a meeting with all members present during the entire process. When the team presented their findings it was discovered that no one was in charge and no one knew all the specifications of the venue. They did not generate a survey before visiting the venue so missed vital information for the project.

Team Three relied on one member to choose the venue. He collected the data and did most of the preparation for their final presentation. The team did not create a repository for their information collecting. They had to rely on one member to complete the majority tasks. They had no way to check on the data as a team or individuals. There were no checks and balances of how the process was working. The end result was missing information at the deadline. This team did create a survey for the walk through, an incomplete task, but did not remember to include it in the presentation.

Team Four collaborated to pick a venue. They made a short list and voted on which venue to choose. They used the wiki as an archive for the venue information. The team forgot to generate a survey and did not compare the venue to the rider to see if it was a good fit. The team used the information gathered to create their final presentation. This team gathered all the information but did not incorporate in into the survey.

Team Five created an online wiki during the first week. They used it as an information repository to pick the venue. All team members were required to suggest a venue. They posted the survey online. Each associate gave notes on items to be on the survey list. Next the group broke the list into five sections, all participants were responsible for the data they collected. Each member posted the resulting data on the wiki. One individual created the Power Point presentation.

They presented their project as a team during their final presentation. This group consolidated into a working unit, completing all tasks and truly collaborated on all deliverables. Due to the repository and information sharing they only needed two face to face meetings to complete their task.

Problems Experienced. Three of the five teams did not invest the start-up time and planning to create an online wiki. Two teams chose to have more face to face meetings. The teams that used the wiki's discovered they were easy to use and the information collected was fast to manipulate. Teams that used email found it cumbersome and did not have a single repository for data updates, unlike the wiki. They had to constantly update files names as changes were made and the information re-circulated. This led to missed information and confusion for teams Two and Three. The teams that did use the wikis' created better documents and worked more collaboratively with their teams.

Outcomes

All teams needed face to face meetings. The less organized the team the more meetings needed to complete the task. Archiving became central to time management and timeliness. The teams that created wikis were quick and organized. Because all the information was readily available no effect was redundant. Team One had weekly face to face meetings. They met all six weeks at the same time and place. They found they were able to collaborate and delegate efficiently. They needed the face to face meetings to complete the task. Team Two did not collaborate. Two students did all the works and did it poorly. They did not communicate except through asynchronous communication. They never worked together. Team Three had only two members doing all of the tasks. One member picked the venue and another did the presentation. They did communicate via phone, email and text. Team Four archived the data on a Wiki. They utilized their cell phones to talk and collect data. They did not complete all task as they lacked leadership. They were diligent but not organized. Team Five used asynchronous and synchronous communications. One member took the time to create a wiki for all archiving information. This allowed the team to make decisions and edit content from many locations. Team five had two face to face meetings and successfully collaborated with all members.

Impact

Three of the five teams collaborated. Early planning for archiving was essential for task completion. Asynchronous communication was only effective if the team also met face to face. Although technology allowed the teams to communicate quickly it did not dictate a collaborative environment. The teams that did use the wikis were able to multi task their project. They could use the content from one part of the project to complete another simultaneously. Creating an environment where task time and teamwork overlapped. The teams that did not do well needed more

maturity and guidance to complete their tasks. They needed mentoring. Four of the five teams needed significant mentoring to get through the process.

MENTORING AND PRODUCTION TEAMS

Shared Vision

In a live performance environment expectations of individual ambition have to take a back seat to the production needs. Technologists must surrender their own artistic vision to the production objectives. They must trust their co-team members and respect each one's ability to complete their assigned tasks. In a performance production environment it is an assumption that the participants will enjoy teamwork, friendship and good group spirit. (Benbunan-Fich, 2011) The mentee must be able to learn to trust their teammates and their ability to contribute to the common goal.

The hierarchy of a theatrical production company usually includes a director and producer at the top. They hire a design team. The design team is comprised of specialists' who create content to support the production objectives. A production manager is added to the team, where he or she manages the design team and the production team managers. Each production team managers lead a crew of technologists and specialists to do the physical work of fabricating and installing the production. These workers are at the bottom of the hierarchy.

Advising the Individual Team Members

When working with manager mentees working in a theatrical managing production team, it is valuable for them to set goals that include a timeline and outcomes. At the first mentor mentee meeting, assign the mentee to create a list of priorities. These should include the milestones and deadlines that are shared across the design disciplines. It is up to each individual to determine how to achieve the goals associated with each deadline. Encouraging cooperation and collaboration to leads success. Every production design follows a pattern of concept, planning, fabricating, installation, technical rehearsal, dress rehearsal, culminating with opening night. Regardless of technical specialty all team members must follow the same timeline.

Production Planning Tools

1. Schedule. Plan a series of one on one meeting's with mentees. Each of these meetings must have a defined discussion topic. It is fine for the mentee to bring up problems they are having, but it is imperative that each meeting has a topic with a positive outcome. These meetings provide an opportunity to build the mentees confidence and give them achievable goals that they define. Each mentee creates his or her own defined objectives written in he or her own words. These goals must clearly state what they wish to accomplish. Creating their own priorities gives the individual a sense of ownership of their project. A schedule also gives the mentoring process a beginning, middle and end.

The mentee manager should create a work breakdown structure of the tasks their crew must complete. The chart is a combination of a flow chart with a family tree. As the chart is created the work break down structure will emerge. The final goal is at the top of the chart. The steps taken to achieve the goal follow from the first to last step. The chart can demonstrate tasks than can occur simultaneously.

Example: Lighting and Sound Work Break-down Structures. The first step in the lighting structure is to hang the lights. Tasks such as circuiting and cutting gel can happen at the same time with different workers. Their last task of the day was to write the cues for the event. The sound team began with running cable. Rigging the speakers and running the snake for the front of house mix position can occur at the same time using two different crew members. The last task they had to complete that day was tuning their system.
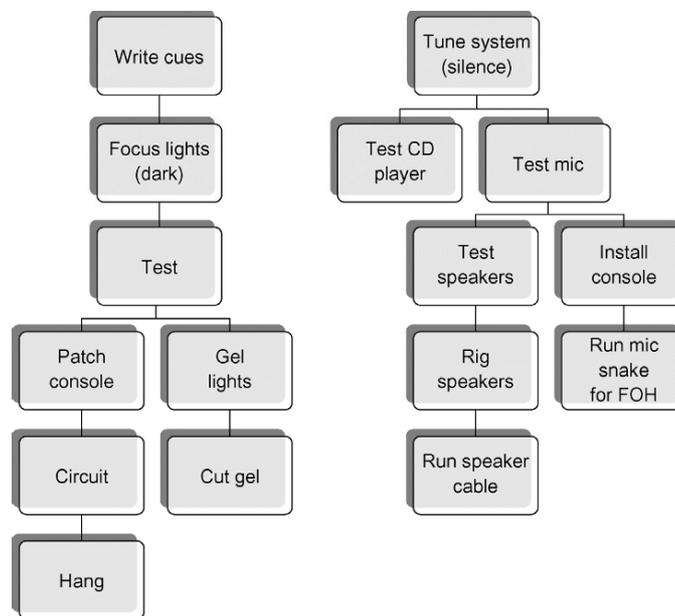
Each diagram indicates that some tasks can coexist while others must be done alone. The managers of each discipline need to meet and create a master schedule that will allow both teams to achieve their tasks. Some jobs can allow the teams can share the work space. Other jobs require complete silence or darkness to be completed. The work breakdown diagrams can be injected into a larger network timeline diagram including dates and times the task will occur in relation to each other. Each specialty will need to collaborate with each other to agree on the timeline. Shared tools and space can help keep the production in budget and on track to opening night.

One day Network Timeline Diagram of Lights and Sound crew Collaboration
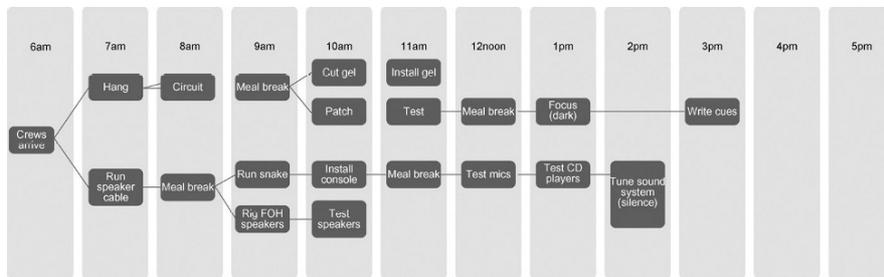
2. Procedural system of document communication. It is crucial for the mentee to work within the managing production team to create and utilize a transparent communication system. These communication tools can include email, texting messages, sharing a wiki page and face to face meetings. Creating a transparent process can take time at the beginning of the project but will save time as the production process is set in motion. When the entire team is knowledgeable at identifying possible obstacles, a solution can be recognized, and implemented. This also creates an environment of collective learning.(Hawkins, 2011) All members of the team discover that by information sharing and communicating they will arrive at the finish line together.

This system should include a transparent communication trail. This allows for documentation of comments and decisions. A team with effective communications can accomplish any goal. At the end of the project production teams have a post mortem meeting to discuss the process, obstacles and ways to improve upon the next production.

3. Collaboration skills. It is crucial for the mentee to work within the managing production team to create and utilize a transparent communication system. These communication tools can include email, texting messages, sharing a wiki page and face to face meetings. Creating a transparent process can take time at the beginning of the project but will save time as the production process is set in motion. When the entire team is knowledgeable at identifying possible obstacles, a solution can be recognized, and implemented. This also creates an environment of collective learning.(Hawkins, 2011) All members of the team discover that by information sharing and communicating they will arrive at the finish line together.

Participation on a production team is pivotal in a technologist's career. Every production is a community of artisans working towards a common goal. The team members are interdependent on each other's contributions. It is imperative that the mentee understand the defined objectives for their specialty and the production objectives. Because the mentee is a participant in the management team; their specialty goals must fit and work with the production goals. By maintaining continuity between production objectives and team goals the mentee will create a stable working environment and build personnel confidence in the project.

The skill of learning to listen creates a good communication climate and builds on stability and confidence within the team. Everyone needs to develop active listening skills that include the ability to hear accurately the idea being proposed, understand the idea (Hopper, 2007), and then interpret and evaluate what was spoken.

We listen to understand
We listen to enjoy
We listen to learn. (Active Listening, 1996–2011)

The process to improve listening skills includes the following steps, First: allow the entire question to be spoken before responding. Second: repeat the question back to clarify accurately. Third: take the time to evaluate what was heard. The mentee should practice these skills with their team and at production meetings.

The best part of being on a production team is the ability to quickly identify common challenges and work as a group to solve them. Live performance is filled with common challenges. For example a scenic element could include sound and lighting inside its design structure. All team members must quickly identify their parts of the project. The team will collaborate on how their elements will share the same space. Which element gets what square footage? What order should all the elements get installed? When will they test and evaluate the unit so that the best outcome can be achieved. These types of challenges foster a learning environment. These discoveries cultivate opportunities for members of the team to teach a bit of their specialty to the other team members.

When working in a team environment it is important for the mentee to be able to advocate his or her own ideas. The best ideas are not always what are put into practice. Usually the idea that was presented with the most skill and confidence will be accepted by the group. I observed this while working at University of Southern California. If a designer or technical manager desired to make a change in a production element or installation the student was required to research and present the idea at the appropriate production meeting. The students who prepared well usually received a positive result. To prepare a mentee for a presentation to the production team he or she should research their idea and prepare content. The mentee can practice the presentation with their mentor. This process will create an environment of confidence for the mentee. The goal is for the mentee to effectively engage the production team and convey his or her idea in an effective manner.

When all members of production team have presented their ideas it is time to practice the art of compromise. Part of being a team member is the ability to settle differences of opinion and make concessions. The mentee should be aware that by acquiescing on one decision for the good of the project, they have not given up their voice or contributions to the final outcome. In a live performance environment, safety for the performer and crew take a front seat to any creative endeavor. Compromise can also require boundaries. These rules should be set early in the process. This technique can foster team respect and understanding of the other specialties. The boundaries can include time limits, budgets and safety constraints.

Identifying Potential Problems in the Process

So what happens when the production team is in disagreement? Conflict of ideas is healthy and can actually help build a better team and achieve success if the group is working together as team. (Lencioni, 2002) But what if the conflict is not about a design issue? What if it turns out the teams problems are due to lack of trust within the team? For example how to deal with a manager who takes on responsibility but never follows through with their assigned objectives. How do these situations develop and how can the team fix them while still completing goals and targets. To guide the mentee through a minefield of conflict, the mentor must always practice good listening skills and help the mentee define the issue so that they can correct the problems and keep the production moving forward.

Trust. Lack of trust usually creates conflict. Team members must be willing to be honest about their strengths and weaknesses to the team. Being truthful about oneself opens up the team to being equitable and conscientious about the work and the goals they are trying to achieve. Team members also need to be honest about mistakes and modifications. If everyone is responsible the process can move forward. The mentee needs to do a realistic evaluation of what their strengths and weaknesses are and how best they can best contribute to the team. This is a great topic for a mentee meeting early in the process. To be a strong team player the mentee needs to know their skills. All members of the team need to participate in this process to grow as a team.

Conflict. Another issue could be a fear of conflict. Some individuals would rather say nothing than to contradict a co-worker even if it is for the good of the show. Production teams do not have the luxury of time to come to a consensus for every decision they make. Instead they need to put voice to all the possible solutions, have a lively debate and pick a solution that will work to get the job done. The mentee will need to be confident and voice their opinions at production meetings. It is important be thoughtful about their words. But to remain silent throughout the process will isolate the mentee from the team and create a fracture that will hurt the production and their career. A bad idea is only the idea that remains unspoken.

Follow through. A clue to early team problems can be repetitive production meetings with certain decisions being glossed over and ignored. The group needs to define each task and set specific goals and deadlines for these tasks. This moves the issue out of conflict and on to resolution. This will remove stress from the team and allow them to be productive. Some team members need verbal permission from the team to go forward with their work. Be sure the mentee is participating in the analysis and leaves the meeting with goals and objectives that are understood.

Commitment. Another destructive conflict is lack of commitment. (Lencioni, 2002) Each mentee needs to make the production team their first priority; not the specialist team that they lead. It is counterproductive for a specialist manager to go back to their team and complain about a decision. This creates a negative work environment for the entire production community. All decisions' made by the production team affect each department and how they go about fulfilling their

goals. The mentee must commit to and support the decisions made by the production meetings and communicate it to their specialty team. Once all members of the production team agree on a solution all managers must support the decision back down the chain of command.

Communicate. A combination of poor listening and communication skills can be damaging to the team. All members of the production team need to hold each other accountable for decisions, deadlines and responsibilities. Conflict can arise if an individual gives lip service to an idea but does no action to follow up with their portion of the work. Everyone suffers if a member of the team is being counterproductive. It is important to speak up and not let the elephant at the meeting destroy the overall process.

It is rare that a conflict can be fixed in one meeting. To restore the team to a collaborative environment team members need to be willing use some of their meeting time to work on team building skills. Team members are usually specialists in their own field and they need to learn how to integrate their knowledge and contribute to the greater good. The team should begin the process by fostering trust and communication. They will need to continue working on those skills throughout the process. All need to be observant and identify negative conflict rising from the mist. The mentor will need to often help recognize the problem and navigate to the solution.

Because of the shared deadlines and goals at the beginning of the process, teams should be able to avoid conflict and work together. Production professionals are aware of the short time frame and the inflexibility of opening night. This leads team members to be generous of spirit and resources. Loyalties to each other and the production develop through team work and interaction. No one on the team can complete their responsibilities' without the collaboration of the others. They must work in solidarity.

Working in a live performance environment is invigorating. The experience can be overwhelming for mentees. Having a good mentor to guide them through the process can help create a safe and supportive environment. Teaching the mentee how to work in a collaborative environment where team decisions are critical to the success of the project is key to professional development. Every production meeting reveals new challenges and opportunities for innovative ideas. By being a member of a production team the mentee learns to provide leadership and stability for the artisans and technologist they represent. By the end of the production the mentee will have gained confidence and be more effective the next time they participate in this activity.

EXERCISE

Decisions

Part of being a mentor is drawing on our own experiences. The intension of this exercise is for the mentor to reflect about his or her own experiences working in a collaborative environment.

1. Consensus

   Write a paragraph about a recent decision you made as part of a team where consensus was the approach. Examine why your team chose that route. Did your team make a conscientious choice? How long did the process take from recognition of the problem to resolution?

2. Majority vote

   Write a paragraph about a decision you participated in where majority vote was the approach. Did you team decide at the beginning of the process on this approach? Does this approach work where safety of others is a factor? How long did the process take from recognition of the problem to resolution?

3. Collecting the facts

   Write a paragraph about a decision you participated in where the collective decision was to table the problem until more facts were collected. How were the responsibilities delegated? How were deadlines set? Did the team have a formal review of all the facts before the final outcome? How long did the process take from recognition of the problem to resolution?

4. Autocratic Manager

   Write a paragraph about a decision you were given without any of your personnel input. How did your team handle the solution? Some decisions are not popular. Were there any initial negative responses'? How did you manage the negative responses? How long did the process take from acceptance of the solution to implementation?

After answering the questions discuss the following questions:

1. Which decisions were the easy to complete?
2. Which decision was most effective?
3. Which decision took the most time to complete?
4. Which decisions was difficult to make?
5. Why is it necessary to support a decision you do not like with but needs to be done?

NOTE

[1] Dr Benjamin Elijah Mays Quoted by Marian Wright Edelman, *Lanterns a Memoir of Mentors*, Beacon Press Boston, 1999, pg 29 Dr Benjamin Mays was an American, educator, social activist and the president of Morehouse College in Atlanta, Georgia from 1940 to 1967. He lectured his students weekly teaching them to be strong and patient to fight the better fight. He taught his students the value of being the best person they could be under enduring circumstances. He was an articulate inspirational speaker to his students in the 1950's. He was known for quoting his prayer poem to his students to encourage them to think for themselves.

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CONNIE W. ANDERSON

TEXAS TECH UNIVERSITY

10. DEVELOPMENT OF A MASTER MENTOR TEACHER PROGRAM

From Inception to Implementation

Retaining new teachers continues to challenge school districts nationwide. National statistics report that those entering the teaching profession leave at alarming rates (Ingersoll, 2001). It is not uncommon for teachers to leave after just one year in the classroom, and others often leave within their first five years (Darling-Hammond, 1997; Ingersoll. 2002; Odell & Huling, 2000). Reports from the Texas Education Agency (2004) indicate that new teachers in Texas frequently leave immediately after entering the profession. Of beginning teachers, nineteen percent leave after their first year. By the time new teachers reach their fifth year of teaching, nearly half of the 10,381 Texas new teachers were no longer in the classroom (TEA, 2004).

While there are many different reasons new teachers leave, the literature is replete with themes of concerns and issues of those initial years of teaching (Halford, 1999; Moir, 1999). Surveys and interviews of new teachers indicate several recurrent themes: lack of support, lack of supplies, a large number of preparations, and managing extracurricular teaching duties. These issues can overwhelm beginning teachers and impact the effectiveness of induction initiatives.

A variety of attempts have been made to address this dilemma. School districts, regional professional development centers, and universities have developed programs to support new teachers (Feiman-Nemser, Schwille, Carver & Yusko, 1999; Odell & Huling, 2000). The importance and value of providing mentoring support has been acknowledged as a key component to guiding new teachers as they become socialized into the profession (Darling-Hammond, 1997; Cole & Knowles, 2000; Tickle, 2000).

These support systems take on many forms and designs. Some districts provide mentors within the school or school system that provide support and feedback concerning teaching practices and classroom skills. Other programs offer a series of workshops that assist new teachers in instructional delivery. Some workshops focus on helping new teachers with classroom management strategies and other day-to-day teaching concerns (Heidkamp & Shapiro, 1999; Tickle, 2000). Although many programs include mentoring as an element, the focus of a majority of teacher induction activities centers on examining teaching practices and curriculum design. Simply participating in an induction program does not insure

retention, although reports indicate that these initiatives do increase the time new teachers may stay in the field (Darling-Hammond, 1997).

ADDRESSING LOCAL INDUCTION NEEDS

As university faculty, we wanted to expand available support provided to new teachers exiting the College's teacher preparation programs. Although school administrators in areas surrounding the university indicate that districts offer induction programs, individual principals disclose more could be done in mentoring new teachers (field notes, 2003). This is particularly evident in school settings considered to be highly diverse in nature, where teacher turnover is reported at a higher rate. We felt it was critical to actively partner with school districts to provide mentoring support for beginning teachers, particularly in schools identified as high-need.

In an effort to address these concerns, we decided to design and implement an induction initiative housed within our college of education. This initiative was given the title of the Academy for Teacher Induction Support and Assistance (ATISA). The purpose was to create a central resource area to coordinate induction and mentoring efforts. ATISA's ultimate goal is to provide extended mentoring support for new teachers and to assist local area school districts in meeting the challenge of retaining high quality teachers.

As we explored our ideas on the type of induction and mentoring support ATISA would offer, it was necessary to organize the goals and objectives of the program around a central concept. Our premise was that new teachers within the local vicinity might require support specific to the context of rural areas and high-need school settings. We contacted one of the secondary schools in our school district to inquire about the possibility of a partnership.

While the literature related to mentorship and induction is too vast to present for the purposes and scope of this article, we selected examples of relevant literature related to the supporting of new teachers that assisted us in forming our framework our design of ATISA. The next section of this article provides a brief overview of some of the pertinent literature concerning induction and mentoring, followed by a description of our model for new teacher support and the services provided by ATISA. We conclude with a discussion of the implications of how our model informs the future direction for mentoring new teachers within the context of our College.

PERSPECTIVES ON INDUCTION AND MENTORING

Studies indicate that the experiences of the first few years in a teacher's career determine if a novice will stay in the profession or leave the field (Adleman, 1991; Martin & Robbins, 1999). Examination of the concerns of new teachers reveals that they often report to being overwhelmed with the task of integrating pedagogy with the daily responsibilities of classroom life New teachers' concerns can be placed into the categories of self, pedagogy, students, curriculum, program, system, and community (Boreen & Niday, 2000).

Over the past three decades, numerous strategies have been instituted to address teacher shortages and retention (Darling-Hammond, 1997; Feiman-Nemser, et al.,

1999; Fidler & Haselkorn, 1999). Since the mid-eighties, formalized induction programs have been implemented, resulting in an estimation that over half of newly hired public school teachers participate in an induction program during the first year of teaching (Feiman-Nemser et al., 1999). These programs are typically designed with two foci; to provide additional technical training for new teachers and to provide training coupled with performance evaluation.

Based on induction research, programs have evolved to include a combination of improving new teachers' professional skills and mentoring support. One of the primary means of providing this type of support for novices is the development of mentoring programs. Many of the teacher induction efforts instituted nationally and internationally focus on strategies that include various types of mentoring as well as resources (Feiman-Nemser et al., 1999).

INDUCTION AND MENTORING

The induction process has been characterized as a formal and systematic program for the socialization and support of new teachers that can last from one to five years (Steffy, Wolfe, Pasch & Enz, 1999). Support for new teachers in the form of formalized induction programs often include the terms mentoring and support. Although these terms are often used interchangeably, it is important to clarify our definition as we designed ATISA. One widely held view of induction support describes mentoring as short-term assistance with the technical aspects of teaching. Another view thinks of mentoring as a long-term intervention of sustained support. If an induction program has as its mission a more sustained vision of support, then the interaction between the participants may need to be more flexible and individualized. For the purpose of this article, we define induction and mentoring as activities that sustain efforts of individual support for the professional development and personal career growth of new teachers.

Examination of existing mentoring programs indicates that they can be successful in providing new teachers with the support they require during the first critical years of teaching, improving teacher retention (Feiman-Nemser et al., 1999). Characteristics of successful programs focus on the new teacher as a learner, providing a developmental approach to their induction (Moskowitz & Stephens, 1997). Additionally, successful programs provide highly individualized support geared to the new teacher's changing needs (Fidler & Haskelkorn, 1999; Huling-Austin, 1992). This individualized support occurs through the systematic selection, training, and promotion of veteran teachers as mentors (Feiman-Nemser et al., 1999).

The positive effects of mentoring new teachers are evidenced by data collected from those who remain in teaching after their first few years. The support they receive during this critical portion of their careers can help sustain them as they move into later stages of their career cycle (Steffy, Wolfe, Pasch & Enz, 1999). Although providing technical teaching support is important to these new teachers, it may be just as important to provide personal support combined with support for reflective practice. Developing a balanced approach focuses on sustaining mentoring relationships rather than simply helping new teachers survive those first few years (Rogers & Babinski, 2002; Tickle, 2000).

Mentoring efforts can have a substantial impact on school districts both financially and on student learning. The cost to districts to replace teachers who leave within the first few years is substantial. Furthermore, schools that are considered to be high-need report the greatest number of uncertified teachers, creating a revolving door situation (National).

Administrators, veteran teachers, and other school personnel, while perhaps desiring to assist new teachers, have concerns of their own. Partnering with universities can provide new teachers support and expertise in teaching practice, as well as dialogue among all those involved in teaching. Building meaningful partnerships between new teachers, school districts, and university supervisors can also build knowledge through self-reflection and examination of teaching practice.

ATISA: DESIGN, MISSION & OBJECTIVES

As the Academy designers, we wanted to develop a central location for dissemination of resources to support beginning K-12 teachers. Creating a clearinghouse for services allowed faculty to begin the process of implementing a systemic approach to cultivate teachers from preservice training throughout their transition into teaching careers. The intent is to create a central resource area and a specific location to coordinate induction efforts and is designed to establish partnerships with school districts as well as provide a recognized presence within the College's teacher preparation program.

The mission of ATISA is to improve the teaching and learning of all students by meeting the needs of new teachers. Our primary objective is to initiate and improve mentoring and other support systems for novice teachers, beginning during the preservice teaching period of teacher preparation. Support includes assistance in enhancing teaching practice in core academic subjects as well as in professional growth through reflective practice outlined in table 1. The guiding purposes and mission of the Academy include the following services:

PRESERVICE

Creating facilitative teaching/learning environments

- Teachers understand and learn in unique ways at differing levels and rates.
- Teachers model a comprehensive approach to the development of teaching practices.

INDUCTION

Reconceptualizing teacher roles

- Teachers perceive themselves as problem solvers who continually inquire about their teaching and their students' learning.
- Teachers engage in reflective practice, enabling themselves to improve practice and enhance professional development

ATISA MODELS FOR NEW TEACHER DEVELOPMENT

The model for delivery of ATISA services was based on the work of others in the field of induction, where new teachers are considered as active learners and the teaching profession traverses through a series of areas of concerns as well as career stages (Feiman-Nemser, et al., 1999; Steffy, et al., 1999; Moir, 1999). These frameworks describe new teachers' experiences and growth on a continuum, as they progress from beginner to master or expert teacher. Our model also includes areas that have been reported in the literature, as well as to us personally, as areas of concern when teachers first enter the classroom (Field Notes, 2002; Halford, 1999; Martin & Robbins, 1999; Moir, 1999).

Guiding our development of the Academy is the model depicted in figure 1. The model illustrates the interplay of services provided from the three stages of teachers' phases of their careers, preservice through inservice. These areas of services are indicated in each corner of the triangle, labeled professional, personal, and inquiry. It is our belief that these three components of development for new teachers should be equally balanced around the center of the model—labeled new teacher.

PROFESSIONAL SUPPORT

Professional support related to teaching practice is necessary as new teachers struggle with implementing pedagogical theories into practice. At the beginning of their first year new teachers describe issues in general terms such as "working with diverse students" and "dealing with parents". As the school year progresses, however, these issues become more specific as in "dealing with Carol's learning problems", or "communicating with Jacob's parents". This support is typically offered through seminars and workshops delivered through local professional development centers or Education Service Centers (ESC). While these types of support are beneficial, there are times when more of a "just in time" approach is needed to assist teachers with more immediate concerns.

For new teachers, there are resources connecting them with specific information they request regarding teaching ideas or organizational needs. University faculty and instructional leaders in the community agree to participate in the website's "Ask the Expert" forum, where new teachers can ask specific questions or request support in specific teaching areas.

ATISA also assists in arranging explicit support in areas requested by a particular group of teachers when needed. The objective of the professional support component of the model is to allow participants to guide and inform the professional development process so that it addresses the context of individual settings.

Figure 1. ATISA Mentoring Model.

PERSONAL SUPPORT

Although personal support is widely reported to be a significant factor in retaining new teachers, it often does not receive the same level of focus in many induction models (Danin & Bacon, 1999; Tickle, 2000). Personal support can be in the form of mentoring through informal relationships. While a new teacher may have an assigned mentor, they may also find support through others, either within their building or through other venues. It is possible that personal support may not be emphasized in formalized induction programs, due to the perception that this type of support is more difficult to determine and to address.

However, to focus only on technical skills and to ignore or provide limited personal support does not consider all aspects of the "whole teacher" and his or development of a professional identity. Providing opportunities for new teachers to grow personally and develop internal resources increases the likelihood that they will remain in the profession, with increased perceptions of satisfaction (Bennets, 2002; Hurst & Reding, 1999; Odell & Huling, 2000).

INQUIRY

The final component of the model is titled inquiry. As reflective practitioners, it is necessary teachers possess skills to assist them as they critically examine their practice through self-assessment, either through action research or other methods of reflection on practice (Cole & Knowles, 2000). The ability to connect professional activities and personal goals and growth with inquiry concerning

practice provides new teachers a balanced view of their profession and where they fit into the professional arena.

A balanced approach to teacher induction moves the focus from addressing concerns from a deficit model to a model of support and growth throughout their professional careers (Tickle, 2000). As ATISA co-directors, our interest is in gaining additional knowledge about how teacher preparation programs and school districts can best provide for the needs of new teachers. Through inquiry and self-study of both our practice and that of new teachers, we can collaborate to examine the best fit for services.

Collegial coaching is one way the inquiry component can be realized through ATISA. Teacher study groups, action research, and other individual areas of professional development inquiries are avenues where new teachers can work alongside with interested university faculty in exploring specific areas of interest concerning student learning.

At the center of the model is the new teacher. The primary goal and focus of ATISA is to combine each of the model components for a balanced approach to mentorship. Providing each of these areas allows for enhancement of skills of new teachers as well as increases the likelihood of retaining high quality professionals.

IMPLICATIONS FOR PRACTICE

An induction program that includes flexibility of content and delivery is the cornerstone of the ATISA model. Since many of our schools are located in rural areas, many teachers are required to teach multiple subjects and maintain numerous extra-curricular duties out of necessity. A program that can coordinate resources over a wide geographical area and for a wide range of specific needs can better serve unique locations.

This model for induction provides new teachers with an opportunity to develop skills to help them remain successful in their area of strengths. The mission of ATISA is to help provide resources for teachers to strengthen and share their teaching practice, it also supports new teachers as they use internal resources they already possess. While there are many common themes and characteristics of successful induction programs, new teachers also have many context-specific issues that need to be addressed. Providing a venue to coordinate services on an as-needed basis helps to bridge that contextual gap.

Many issues are common to new teachers, such as teaching diverse populations and balancing professional duties with personal concerns. New teachers come to the classroom with their own set of strengths and abilities that provide them with the momentum to persist in the profession. Rather than approaching induction from a deficit model, one that addresses specific issues in context allows for greater flexibility and encouragement. Supporting new teachers in developing and enhancing their competencies creates a setting for growth beyond the induction years. Further examination of successful induction initiatives can assist in improving collaborative efforts and better utilizing shared resources. Increased dialogue between certifying agencies and local schools will encourage more successful individualized approaches to sustained assistance.

School districts already face many challenges in delivering sustained induction programs. Although many new teachers have received traditional teacher education training, an increasing number have chosen to enter teaching through alternative certification routes. Of those candidates, many have opted to take an internship, and forgo student teaching. Current legislative efforts are encouraging an even more rapid entry into teaching through allowing eligible candidates who pass state tests to begin teaching without the benefit of any formal training in pedagogy. School administrators will have an even greater responsibility to provide intensive training to help these new teachers.

CONCLUDING THOUGHTS

New teachers, who have an inordinate rate of attrition and are assigned to the most disadvantaged students in schools with the least resources, comprise a large majority of the teaching force. They are often overwhelmed by the large number of responsibilities they must assume in the day-to-day reality of the school day that have little to do with teaching their subject content. Induction efforts have long been considered a critical component for the successful retention of new teachers in the field. Although shown to be valuable, induction programs that include sustained feedback in collaborative environments remain a rare experience for many new teachers.

The ATISA model is a mentoring framework designed to meet the induction needs of new teachers through expanding partnerships with local school districts. Emphasis is placed on building a network of mentoring resources that incorporate demographic indicators for the 21st century, match institutional and societal compositions, make professional development a primary issue in education, and embrace a global framework for local and regional concerns. Creating a continuum of services, housed within ATISA, provides ongoing support to assist new teachers meet the demands of increasingly diverse classrooms.

EXERCISE

The following example could be considered as a blueprint for others who wish to pursue designing a similar program. While we realize contexts and circumstances vary widely across geographic and other parameters, our purpose is for this to serve as a guide. This exercise can be used in a variety of manners. It could be used in a graduate course where students could design a program that would fit their specific contexts and needs. Additionally, it could be utilized as a template for school administrators to plan and map out a school or district program. Finally, our template could be included as an activity in either small group or large scale professional development sessions focusing on mentoring new teachers.

SAMPLE MENTORING CERTIFICATE PROPOSAL

The following suggestions are offered as a proposal for the development and implementation of a mentoring certificate program.

Overview

The proposed certificate program should be discussed in detail and include its name and mission, its approximate expenditures, and a description of how the program would complement your departmental, college and/or university's strategic plan. In a broader context, explain how the research effort will focus on a methodological framework that will provide clear objective criteria of success and measurable progress in the induction support and assistance of mentoring. Some other areas to include are goals, course descriptions, course delivery methods, and references.

Budget and Budget Narrative

It is important to provide a list of potential faculty participants, their departments and colleges and the needs associated with each. List external participants (other universities and the nature of their involvement), potential sources of funding (federal and state agencies, and foundations), and resources requested from the university.

Template for Requests

Category	Purpose	Amount	Total
Teaching Personnel (faculty, instructors)			
Other Personnel (graduate students, consultants, webmaster)			
Materials, Supplies, Resources			
Travel			

Projected Timeline of Activities

Discuss interdisciplinary and multidisciplinary activities you propose to provide forging relationships with other disciplines that have significant applications for mentoring that would result in the effective training of mentors. Give three-year or five-year milestones for publications, creative activities, service functions, academic activities, and grant proposals that might be performance measures by which the certificate program could be evaluated.

Template for Activities

Date	Activity
	Inter/multidisciplinary
	Scholarship/service
	3-year Milestones
	5-year Milestones

Annual Report

A brief annual report should be submitted to the responsible University official for performance review. It might include a description of the progress toward accomplishing the goals and objectives, a list of the research and educational accomplishments, and any information available on funding sources if applicable.

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JILL T. WHITE AND CHARLOTTE J. BOLING

UNIVERSITY OF WEST FLORIDA

11. ONLINE MENTORING

Lessons Learned

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel

—Maya Angelou

The authors of this chapter had mentors who significantly changed their lives albeit the mentoring relationships were at different times in their lives. One author had a mentor who helped her pursue her educational dream of completing a doctoral program. The other author had a mentor who provided support to her at a very sad time in her life – at the age of eight (8) she lost a significant family member. Regardless of the mentoring experience, someone made a difference in our lives. Hence, Maya Angelou's statement is directly connected to our thoughts about mentoring in general – and online mentoring specifically.

The role of a mentor in the educational arena has changed with the onset of online instruction. What we say, what we do, and how we make our students and fellow faculty feel are important considerations for our practice. In the last few years, there has been an increase in online courses and programs at the university level with sparse offerings at the elementary, middle, and high school levels. However, recent high school graduation requirements for students in Florida now include at least one successful online course. The consumer demand for online education will continue to rise. Rich (2010) states "nearly eight percent of the university students in the United States are enrolled in online rather than conventional universities" (p. 614). Rich also points out that with the increased enrollment in online classes there has been an increase in fully accredited online programs of study. Many online students fall in the category of adult learners – individuals who pursue online programs because they have full-time jobs, family obligations, and time constraints. The flexibility provided from online programs fits well with their life styles. Yet, many of these adult learners have limited information about how to successfully complete online classes and programs. Students seek faculty members to help them on their educational journeys – hence the need for online mentoring in all areas of education, Pk-12 to university levels.

For faculty members who teach online, the realization that online teaching is not as easy as it appears is sometimes overwhelming. Teaching online is not only a

change in pedagogy, but also a change in the delivery of content. Faculty who have never taught online are often intimidated by the experience (Vitale, 2010). If faculty members are supposed to mentor online students, then who mentors the novice online faculty member?

Previous chapters in this book focus on specific areas related to mentoring in a classroom setting or personal one-on-one mentoring relationships. This chapter specifically focuses on strategies for online mentoring relationships between faculty and students, faculty across disciplines, and student-to-student mentoring relationships. The chapter provides a definition of mentoring and addresses the differences between traditional mentoring and online mentoring. A synthesis of the literature related to online learning is provided as well as lessons learned from practicing educators who teach in online environments.

DEFINITIONS OF MENTORING

There are as many definitions of mentoring as there are mentors and protégés. Sinclair (2003) proposes that mentoring is "associated with direct personal contact between individuals" (p. 79). She further uses Hutto's definition of a mentor: "An experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship" (Hutto, Holden & Hayes, 1991).

Sytsma (2006) refers to mentoring as a "journey" (p. 6). A journey often involves a "roadmap" or a GPS tracking system to help us find our destination. Mentors in educational settings often serve as the "tracking system" for students or fellow colleagues. Mentors provide direction – on personal issues as well as professional matters. Mentors are knowledgeable, dependable, and forward thinking. For those of us who have been fortunate enough to have a mentor, we understand the journey metaphor used by Sytsma.

Mechanisms and support elements aligned with mentoring establish a learning environment that is beneficial to both the mentor and the protégé. However, not all mentoring relationships are successful. Mertz (2004) indicates that for mentoring relationships to be successful, there must be a degree of investment on the part of both the mentor and the protégé. In her article entitled, "What's a mentor, anyway?" Mertz provides a comprehensive review of the literature on mentoring and the theories of interpersonal engagement that support mentoring relationships. Mertz points out that the "emotional involvement in the relationship also varies based on the intensity of the investment" (p. 554).

LITERATURE REVIEW

While the literature addresses the best practices in mentoring and states that positive outcomes are associated with mentoring (Kram, 1983; Hargreaves & Fullan, 2000), limited information is provided on how to develop cross-platform strategies that lead to successful mentoring in an online environment. DiRenzo, Linnehan, Shao & Rosenberg (2009) state "that fewer mentoring opportunities are likely to be available to today's workers than those in the past" (p. 292).

DiRenzo *et al.* (2009) found that "having mentors in the past was not significantly related to program outcomes" (p. 292). Their study addresses the effectiveness of mentoring as it relates to programs which are totally online. The e-mentoring model they designed takes in to consideration individual differences as well as pre-program experiences and attitudes. Their research concludes that if individuals have positive pre-program experiences and positive self-efficacy, the mentoring relationships will also be more positive.

Expectations from the student and instructor's perspectives are important considerations in successful mentoring experiences. In an investigation into "Time, space, and structure in an e-learning and e-mentoring project" Leureiro-Koechlin and Allan (2010) found that successful student experiences were reported when an online presence was established and shared time frame exists. Specifically, students responded positively when meeting times and assignments were established and consistent in their online environment. Mentees who had time to reflect on assignments with mentors responded positively on their experience. In contrast, students who had problems connecting with their mentors reported negative experiences.

Columbaro's (2009) synthesis of the literature on e-mentoring for doctoral students provides a much needed insight on the concerns of higher education search committees when they are trying to fill faculty lines. The studies referenced in Columbaro's synthesis indicate that the value of mentoring appears to be more important to the academicians than the doctoral students. Columbaro states that "academic employers value a candidate's mentoring experiences, while many online doctoral degree students value the convenience of completing their programs from a distance"(p. 2). Columbaro's research found that mentoring and perceptions of mentoring in online degree doctoral programs could be improved by "focusing on successful research, teaching and overall preparation for academic careers in land-based and online institutions" (p. 6).

While recommendations on improving mentoring experiences are plentiful (DiRenzo *et al., 2*009; Columbaro, 2009), accurate depictions of complexities involved in online mentoring relationships are limited. We know the potential exists for faculty members to feel intimidated and overwhelmed (Vitale, 2010) in the online instructional environment but sparse research exists to explain the reasons why faculty may feel apprehensive. Chang (2004) posits that the multiple roles placed on faculty create these problems resulting in fewer opportunities to serve as content mentors. These factors may include eLearning barriers, unmet student expectations, and time limitations. Faculty members are typically very comfortable as the subject matter expert; however, requirements of online course managers or technology consultants are foreign to many instructors. Chang recommends mentors work between the faculty member and the student to assist with instruction, initiate social connectedness, and provide technical support. Based on Chang's recommendations, the faculty member would be relieved of technology-related needs and be available to serve as the subject matter mentor for the student.

A review of the literature provides several recommendations for successful online mentoring programs regardless of the educational institution – Pk-12,

professional development, or university. The online mentoring program should provide the following:

1. positive pre-program experiences
2. culture that promotes mentoring
3. support mechanisms to address technology-related needs
4. quality course designs

REFLECTIONS AND EXPERIENCES

Online Mentoring in a University Setting

Our Context. The University of West Florida, located in northwest Florida, is a regional university within the Florida State University system. The University of West Florida was established in 1968. When the university was originally established, we only offered upper division courses. Students transferred to UWF with either an AAS or an AA degree. The overall mission and vision of the University has changed dramatically since the university's inception. During the last few years our student population has grown from 8,000 to 12,000 plus. Our student demographics have also changed from first-generation college attendees to a diverse population from numerous states and countries. One of the attractions for students of diverse backgrounds is our online platform.

The Applied Science and Technology (ASAT) Department at the University of West Florida offers two undergraduate programs that are totally online–Workforce and Program Development and Instructional Technology. In addition to the undergraduate programs, several of the advanced degrees, including a doctoral program, are also offered online. The School of Education (SOE) affords students the opportunity to complete an undergraduate degree in Exceptional Student Education as well as graduate programs in Reading, Curriculum and Instruction, Educational Leadership, and a master's in Special Education. Data indicates that approximately 20% of the courses offered at the University of West Florida are offered online (J. Bense, personal communication, August 18, 2011).

As we moved into the online arena, our classroom best practices had to be adapted to meet the needs of our online students. The programs presented in this document (reading and workforce education) include a diverse group of students with varying backgrounds. In addition to meeting the needs of our students, we developed cross-platform strategies as the administration continued to search for a rigorous and relevant online delivery platform. Our ultimate goal was for students to complete their program of study through active engagement and interactions with faculty. The majority of our online students do not come to campus; therefore, personal interaction with faculty is limited. To meet our goal, we realized the need for online mentoring was a critical component of student success.

As we developed and redesigned our online presence in our respective programs, we began to think more about student retention, student satisfaction, and quality instruction. How did mentoring fit in to the online format? What could we do to ensure effective online mentoring? We were also curious about the need for a

specific structure to foster online mentoring practices or was there already an informal process occurring?

To explore these questions, we examined online discussion archives, student course evaluations, and personal interviews. The overarching themes from our inquiry mirrored much of the current literature related to quality online courses and student retention. Students indicated the lack of faculty engagement as a barrier to program completion. With limited interaction and feedback, students felt neglected and confused. Their comments indicated the need for faculty presence in the online environment.

We begin by providing two examples of our specific experiences in online mentoring. The first is an example of an online program at our university, while the second example provides a more detailed account of an online course. We provide descriptions of successful adaptations we made to our courses to include mentoring practices. These examples provide a foundation for best practices in an online teaching and learning environment and can be used as implications for future practice. Finally, we conclude with a brief exercise that can be used by an individual to reflect upon his or her mentoring practices or as discussion topics for groups to evaluate online mentoring practices concerning the program, course, and student.

Mentoring: A Program Example

The Reading Education Master's Degree program is a fully online program designed for certified, practicing teachers. Candidates in the program include local teachers, military spouses who reside overseas, and practicing teachers from various states. Individuals who wish to pursue the Reading Education Master's degree submit an online form or send an email indicating their interest in the program. Once the email is received, a mentoring plan is implemented.

The prospective student receives two emails–an email from the Reading program coordinator with information about the program and an email from the graduate program advisor with information about the admission process. The prospective student works with the graduate program advisor through the admission process. Once admitted to the program, the candidate (no longer a prospective student) will receive an invitation from the Reading program coordinator to attend a monthly advising session.

Monthly program advising sessions are held online using the Elluminate video-conferencing tools. The Reading program coordinator presents program information through a PowerPoint Presentation. Graduate program advisors are encouraged to attend the session as well. The presentation includes the following:

- program goals and objectives
- knowledge, skills, and dispositions included in the curricular design
- program courses
- program assessments
- program evaluations
- content learning opportunities
- personal awareness opportunities

- employment opportunities

At the end of the advising session, candidates are encouraged to ask questions concerning the admission process or the program requirements. The Elluminate program allows a visual and audio interface between participants. Therefore, candidates are able to see and hear information provided by the Reading program coordinator and the graduate program advisor. Participants in the Elluminate sessions may also have the opportunity to ask questions and respond to comments discussed during the sessions. The advisors and coordinators record the session for future reference. The Elluminate advising sessions allow for a personal interaction between candidates and their mentors.

Colleagues in the College of Arts and Sciences and the College of Business also use similar mentoring techniques to address student needs. The math department in the College of Arts and Sciences has an extensive number of online classes related to algebra and geometry as well as advanced math courses for majors. The math department faculty use blogs, wikis, Elluminate, and video to engage students in math related courses. Dr. Richard Platt, College of Business, allowed students to write their own textbook through the guided use of wikis. Faculty members in all three of the colleges at the University of West Florida use these techniques to engage students and build personal relationships.

The online doctoral cohorts offered through the College of Professional Studies have weekly Elluminate sessions to discuss topics specifically related to how candidates progress through the doctoral program. Topics such as instructional program communication strategies, Turn-it-in, concepts papers, writing the proposal, and preparing for your defense are highlighted. Different graduate faculty members conduct the weekly sessions. Often, returning graduates of the program are also available to discuss their experiences with new cohort members.

The Doctoral Support Center also has a cadre of students and alumni who serve as doctoral mentors. The online site includes discussion threads, which address techniques, tips, tricks, and treats about how to success in the doctoral program. Students are encouraged to join the discussions and ask questions of faculty mentors. Students who have participated in these cohorts indicate they feel more connected to the faculty and their fellow students through the engagement and interaction. To foster a more personal interaction between faculty and students, one faculty members holds lunch and learn sessions every Friday for students to physically meet and discuss research ideas.

Mentoring: A Course Example

Faculty who deliver online classes at the University of West Florida are encouraged to follow the rubric designed and implemented by Quality Matters. Quality Matters (QM) is a nationally recognized peer review process related to online and blended course design. The QM course review process is

> faculty-driven as the rubric and the review process are founded on the belief
> that peer course reviews keep faculty at the center of the process. The QM

> process is an interactive approach of current teaching-learning practices, best practices standards, and research/conceptual literature guiding the review of a specific online course by peer/faculty. (Quality Matters, 2011)

Faculty who adopt the QM process still have the flexibility to deliver course content without jeopardizing their intellectual property rights as QM does not relate to how a course is delivered – only to how the course is designed. The most current QM Rubric (2011) has identified updated standards that must be met to receive QM approval. The updated standards were implemented in the summer of 2011. Courses submitted prior to June 20, 2011 were evaluated using the 2008 standards; however, any course going through the review process now must meet the new standards. The 2011–2013 standards can be found by accessing the QM rubric at their website (http://www.qmprogram.org/rubric).

The review process. Faculty who have gone through the peer-review training for Quality Matters have the opportunity to mentor other faculty members who want to submit their courses for review. One-on-one mentoring sessions are held to assist faculty members as they align their course with the QM rubric. Once the faculty member and the QM mentor identify modifications for the course, the faculty member has the opportunity to update the course and submit the course for an internal review. Provided the course meets standards during the internal review, the course is then submitted for an outside/external review of certified QM reviewers. Both the internal review and the external review are composed of teams who serve as the lead reviewer, the content specialist, and one other individual who is outside the content area. The faculty member works with the review team to answer any questions they may have about the course.

The thought process behind using the QM Rubric is to have consistency in design and navigation strategies for blended and online classes. Not all faculty members are instructional designers; therefore, using the format designed by QM allows faculty to concentrate on their course content instead of the design process. At the University of West Florida, the Applied Technology Center (ATC) staff has also designed a template for faculty to use to design courses. The template is based on the QM rubric and provides a structured design for individuals who are not familiar with the design elements.

In addition to the QM support and assistance, the Applied Technology Center offers Faculty Fridays. Faculty members can come to the ATC for assistance with course development, course design assistance, video and PowerPoint voice-over workshops, sessions on how to engage students, and round table discussions that cover a myriad of topics. Elluminate sessions are periodically scheduled during lunch hours to encourage faculty to join discussions related to concerns about online instruction. Whether the sessions are group or individual, the ATC staff is always available to help faculty and adjuncts.

Mentoring: A Student Example

Students who are new to the teaching profession and are required to take alternative certification classes in the Workforce and Program Development

degree at UWF find their fellow colleagues provide both support and mentoring. Recently, two students from similar backgrounds were enrolled in a methods class. One student had been teaching for a number of years while the other student had just begun the teaching experience. Through discussion responses and shared interests, the two students now have a professional relationship similar to a mentor protégé situation. They share curriculum ideas, test and evaluation tools, and speak on a daily basis about classroom management and strategies to enhance student learning. These interactions are outside the requirements of the course.

Each division within the Applied Science and Technology Department has a website for students to access. The websites serve as weekly newsletters to online students. In addition to these sites, doctoral candidates at the University have an opportunity to join blogs to discuss what is going on in their programs. The sites provide updates and current event activities for students to access. Study groups and writing teams have been organized for students to study and "practice" for prelim examinations. For students who prefer to meet face-to-face, the Community Outreach Research and Learning Center (CORAL) provides the perfect learning community.

The CORAL Center is part of the College of Professional Studies and is located on campus in Building 86. The CORAL Center has a three-part mission. Its primary mission is to "serve the specific needs of community-based organizations in the Emerald Coast region" (UWF CORAL Center, 2011). In addition to serving community-based organizations, the Center also provides UWF graduate students authentic learning experiences via real-world, applied research projects. Faculty members often use the CORAL Center services to work on their own research and publications.

The sense of community that is developed between and among students is another layer in a successful mentoring environment. The mentoring community is dependent upon several factors. First, students need a place. The place can be virtual (online chat room) or a physical location (CORAL Center) where students gather to discuss learning experiences, collaborate on projects, and study for examinations. Next, faculty members provide an opportunity for the mentoring community. The opportunity can be a problem-based learning project, an expert's presentation, or a learning event. Additionally, students need resources. The mentoring community needs pertinent resources (newsletters, blogs, etc.) that address the informational need. Last, a successful community needs students. Students bring a wealth of knowledge, skills, and passion to the mentoring community. These essential factors–place, opportunity, resources, and students–create a positive learning community where students become the mentees and the mentors.

Online Mentoring Recommendations and Activities: MAGIC

Online mentoring is becoming more important to the academic world since entire programs of study are being delivered in online formats. While the literature is limited on the effectiveness of online mentoring, there appears to be a consensus that, to help students stay engaged and complete programs of study, mentoring relationships need to be established; hence, the MAGIC monitoring spreadsheet for faculty.

The Mentoring and Guiding Informed Candidates (MAGIC) spreadsheet can be used for program, course, and student mentoring. When students are admitted to programs, the faculty mentor can enter the initial information related to an individual student's acceptance in to the program of study (see Figure 1 for reference). As each course is completed, the file can be updated. When students contact faculty members, the file can be readily accessed and uploaded for immediate reference. The form allows both faculty mentors and students the most current and updated information related to the student's progress. This immediate what courses they have taken, and their current status.

CONCLUDING THOUGHTS

Mentoring in an online environment continues to be an important element in the educational arena. While there is little empirical research defining online mentoring techniques, our review of literature and report of best-practices provides essential elements in a successful online mentoring program. Effective online mentoring program should include (1) positive pre-program experiences, (2) a culture that promotes mentoring, (3) support mechanisms to address technology-related needs, and (4) quality course designs. The student remains the focus of our academic and mentoring programs.

Inviting websites, clearly articulated program information, quick responses, and friendly faculty are examples of positive pre-program experiences that will attract prospective students and help them feel welcomed. A culture that promotes mentoring will include a place (virtual or physical) for students to create a community. The community will include faculty who are skilled in content knowledge and mentoring techniques. Resources, such as MAGIC, are available to ensure students' needs are met and progress is made in a timely manner. Additionally, high quality coursework is provided to ensure appropriate design, current research, and effective practices. The ultimate online mentoring goal is for positive experiences to occur throughout the program–even during those uncomfortable times when learning new information or making life choices seems overwhelming. What the faculty member says to the student and how the faculty member demonstrates support determines the effectiveness of the mentoring process. Through this learning process, the mentee (student) gains confidence and support from the mentor. As the mentees moves forward in their own profession, the hope is that they will eventually serve as mentors to their own employees or students. Hence, the positive cycle continues.

DISCUSSION QUESTIONS/EXERCISES

The set of questions provided have been segmented in to different areas. The sections relate to mentoring at the program level, mentoring at the course level, and mentoring at the student level. The questions can be used for discussion topics in an online format, to engage students in an Elluminate session, or stimulate conversations related to process and procedures at the University.

Questions to Consider for Mentoring at the Program Level

1. What types of recruiting measures do you use to entice students to your program?
2. Are the admission procedures well defined and available to prospective students?
3. What are the communication links between the prospective student and the university admissions office?
4. In what ways are content experts available to answer questions for prospective students?

Questions to Consider for Mentoring at the Course Level

1. In what ways are you available to students? Have you communicated your availability to the students?
2. In what ways does the course syllabus provide information concerning
   a. Course assignment descriptions
   b. Course assignment expectations
   c. Course assignment grading scale
   d. Required and suggested Course materials
   e. Detailed course schedule outlining when assignments are due and where to submit them
3. In what ways does each lesson provide ways for students to interact with
   a. Content information
   b. Peers
   c. Instructor
4. Does each lesson provide
   a. A review to known information
   b. An introduction to new information
   c. New Content
   d. Interactions (content, peers, instructor)
   e. Resources
   f. A review of presented information for the lesson

Questions to Consider for Mentoring at the Student Level

1. Does the student have the prerequisite knowledge to be successful in the course?
2. What resources are needed for student success?
3. What system do you have in place to ensure effective communications with the student?
4. In what ways are you contributing to the career aspirations of the student?

SUMMARY

The role of a mentor in the educational arena has changed with the onset of online instruction. This chapter focused on specific ways faculty members can become mentors to their online students. The lessons learned have been shared with you in hopes your experiences will be enhanced as you venture in to the online arena.

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FERNANDO VALLE

TEXAS TECH UNIVERSITY

CYNTHIA LUNA

TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONALS
TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOCIATION

12. WHO MENTORS THE SCHOOL PRINCIPAL?

*Enriching the Principalship Conversation with
Mentoring and Coaching Support*

INTRODUCTION

Today's school principals face shorter tenures, face the intensification of school accountability and are the next segment of education which needs mentoring and coaching to successfully lead diverse learning environments in our public schools. Principals' leading today's schools not only have a complex and multilayered work load to execute, but must be savvy of the change process, finance and school policies and state laws, instructionally support new and seasoned teachers, navigate politics and ensure learning and equity for all students. The principalship has always been a challenging, exciting, stressful and rewarding position in this country. The leadership role of the principal continues to evolve to meet the expectations, needs and interests of various stakeholders, including students, families, school and local communities and state and federal agencies. In the climate of diminishing budgets, doing more with less, and working faster and smarter are requirements of the expected level of school leadership innovation in public schools. Principals certainly have their work cut out for them. This chapter structures the work involved in mentoring and coaching school principals in the field as an essential component of leadership support and provides a framework to guide this thought process.

This chapter continues the dialog on the need for mentoring in education. The changing role of today's principal and real coaching experiences from the field are documented to provide an integrated practice and theoretical approach. Grounding the chapter conversations are definitions of mentoring and coaching, along with the theory of experiential learning, which supports the development of principals in the field. Finally, the authors provide a factual case study of coaching a new school principal in the field. Strides and next steps for developing coaching opportunities in education organizations, school districts, and schools are provided to further support

mentoring efforts. As the reader reflects on their own experience with educational leadership we posit the following questions: Who do school leaders call when they have difficult issues to resolve? Who is it school leaders trust when they are new to the principalship and the district? What can school districts learn from mentoring and coaching principals in the field? These questions and others in the chapter provide the authors an opportunity to utilize their own school principal experiences to further reflect and frame the importance of mentoring leaders in the field.

THE PRINCIPALSHIP

School principals were a phenomenon resulting from two forces: the drive for universal public education and the evolution of specialization in teaching (New York State School Board Association, 1989). The specialized teacher role began to change and evolve. This structure influenced the school organization and along with mandatory attendance set the pattern for the rest of the educational system in the United States (Danzeberger, 1992). Kafka (2009) outlines the history of the principalship, beginning with the rise of the modern principal form the mid-1800's through the early 1900's and continues examining the social and historical impacts of the principal into recent scholarship. In her historical outline, Judith Kafka (2009) also notes that as schools became larger in the early 1800s, and grade-level classes were established, the position of "principal teacher" was created and was almost always a man. The teacher/leader that carried out the blended role of teaching and school responsibilities was born. Early schools had single teachers, or masters, who were answerable to the local community—often through elected or appointed school boards—for what went on in their classrooms (Kafka, 2009). These duties brought the principal teacher a degree of authority, as did his role in communicating and answering to the district superintendent, who tended to govern local schools from afar (Kafka, 2009). The principal teacher eventually lost his teaching responsibilities and as the century progressed he became primarily a manager, administrator, supervisor, instructional leader, and increasingly a politician (Brown, 2005; Cuban, 1988; Kafka, 2009; Pierce, 1935; Rousmaniere, 2007).

The Changing Role of the School Principal

The last five decades in the United States have crowded public education with large scale initiatives for comprehensive school reform. In the middle of international comparisons, and national and state urgency to bridge achievement gaps are teachers and principals; swept into the eye of continuous reform storms. School principals from the 1950's–2000's have faced racial integrations, the space race, a *Nation at Risk*, and the accountability of No Child Left Behind. Today's principals must be instructional leaders who continuously adapt, understand pressures and measures of accountability and continue to inspire and support the educational community.

A student's year-to-year learning is determined by the effectiveness of one teacher; however it is the principal who is best positioned to ensure successive

years of quality teaching that ultimately results in a student's long-term achievement (Rhines-Cheney & Davis, 2011). Principals filter curricular innovation and leadership vision throughout the school to transform the learning organization. Marzano, Waters & Mcnulty (2005) assert school principals account for 25 percent of a school's total impact on student learning. But this finding actually understates the impact of principals as they play a critical role in hiring and developing the teachers who account for the largest share (33 percent) of a school's impact on student learning (Rhines-Cheney & Davis, 2011). In short, principals are responsible for new models of professional learning and leadership to continuously improve teacher quality

Current studies and reports on the principalship often contrast the work of school principals today to that of school principals in the past and claim that the school principalship in the 21st century is, or needs to be, radically different (Kafka, 2009). The principal's role documented in our social and educational history has changed from manager to instructional to transformational leader facilitating school culture, ensuring equitable and inclusive instruction in classrooms, further influencing the way curriculum is taught. The body of scholarship produced in the field of educational leadership continues to challenge the professional growth and critical consciousness of principals in order to keep up with the demands of the increasingly diverse community of stakeholders being served by schools. Educational leadership publications address such complex topics as the art and science of leadership models, leading school culture, instructional leadership, and collaborative, moral and transformational leadership to continue shaping the principalship (English, 2005; DuFour & Eaker, 2008; Marzano, Waters & McNulty, 2005; Schmoker, 2011; Sergiovanni, 1996;).

School Accountability

The shifting role of both teacher and principal has been well documented in education scholarship; especially under the moniker of school accountability. Eisner (2002) argues that principals should spend one third of the time in the classroom and concurrently work to develop teacher leaders. Cooley & Shen (2003) further frame the reality of the principalship, few principals have the time to spend in classrooms or communicate with students. Historically, principal accountability involved a more general approach of doing a job well, maintaining strong teacher relationships, assuming the role of instructional leader, and exhibiting sound budgeting practices (Lashman, 2000). The emphasis of school accountability has shifted from how money and other resources are used to the accountability for the outcomes of student achievement (Elmore, Abelman & Furhman, 1996).

For seasoned principals however, the complexity of the principalship has seen some relief in the last two decades, bringing additional focus to mentoring school leaders. During the past 25 years, the complexity of providing consistent, strong, and visionary direction to enable schools to achieve their goals and objectives related to student learning has been acknowledged, and the need to provide ongoing opportunities for professional development for leaders has been initiated

(Daresh, 2004). No longer is support for principals considered a frill, assisting leaders is now viewed as an important part of ensuring that schools can be made more effective (Daresh, 2004).

The principal conversations described in the previous paragraphs illustrate part of the shift in the role of the principal and highlight topics which continue to shape the selection process. School principals were historically selected and appointed by school boards based strictly on politics. Current practices used by school districts include assessment centers, internship programs, intense mentoring of teacher leaders and the use of committees examining the impact and achievement the candidate had with their own students. The added accountability of student achievement to the role and magnified community scrutiny has moved the principal from peripheral transactional manager to instructional and transformational leader and him/herself a campus wide mentor and coach. To add another layer to the principalship conversations, states, school districts and principals will face the U.S. Department of Labor projections which places 40 percent of the country's 93,200 principals nearing retirement, highlighting the need to call on the graying generation of school leaders to become mentors to those who will be entrusted with our schools (Blackman & Fenwick 2000; Malone, 2001).

MENTORING AND COACHING IN THE PRINCIPALSHIP

What Does Principal Mentoring Mean in the Field?

Mentoring is an important school leadership skill. The principalship requires managing, supporting, supervising and motivating adults to do more than effectively implement instructional strategies. In this mentoring space it is essential to support the ongoing growth and learning of teachers and administrators in schools. Bozeman and Feeney (2007) define mentoring as "a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)." Mentoring is an intense relationship in which a senior person oversees the career development and psychosocial development of a less-experienced person (Douglas 1997). Mentors impart wisdom about the norms, values, and mores that are specific to the organization (Craig 1996). Mentoring a principal can be both an informal and formal process.

School districts traditionally provide a formal mentor and principals often find additional mentors on their own. New principals often seek out the advice and wisdom of someone they trust, respect and admire. The idea that a principal has to be that lone superhero to lead a school is still alive and well. For fear of incompetence and ridicule, mentoring is often sought in confidence. This trusted counselor helps guide careers and often provides moral and personal support during the course of the mentoring relationship. Theories of mentoring are prevalent in teaching and classroom work. Unfortunately many first year principals

find themselves swimming against high tides, hence surviving their year and first principalship. School districts have emerged with their own programs of mentoring and coaching principals to lead schools in the discourse of school accountability. It is the responsibility of organizations to support and direct the growth of principals, both investing and sustaining their leadership investment.

What Does Principal Coaching Mean in the Field?

Coaching is a form of mentoring, but is more focused and usually shorter in duration (Hopkins-Thompson, 2000). Coaching relies on job-related tasks or skills and is accomplished through instruction, demonstration, and high-impact feedback (Gray 1988). Coaches have a high level of knowledge about specific skills and can teach those skills by breaking them down into behaviors, modeling them, observing them, and then providing feedback (Hopkins-Thompson, 2000). Education literature affirms both mentoring and coaching are important mechanism of leadership development. It is important to understand that coaching is not training. Training conveys a particular curriculum, while coaching addresses the needs of the individual. Coaching focuses upon goal accomplishment; coaching does not often deal with difficult personal issues such as communication style or stress management (Bloom, Castagna & Warren, 2003).

Coaching creates reciprocity in the school environment for thinking in new ways and allows principals a professional space to value deep thinking and reflection. Quality coaching listens, observes, and then customizes the questions to elicit possible solutions and strategies from the principal. The coach believes the principal is resourceful and knowledgeable to determine solutions and outcomes (Kee, Anderson, Dearing, Harris, Shuster, 2010). Skillful coaching can provide a positive setting for principals to reflect, and revaluate current situations. Coaches can create a much needed atmosphere where leadership confidence and decision making can be fostered and supported.

A THEORETICAL FRAMEWORK FOR COACHING AND MENTORING LEADERS

The authors approach mentoring and coaching as essential elements and tenets of the principalship, further asserting each approach will bring out the best in the new principal and afford further critical reflection of practice with the principal involved in the mentoring or coaching role. Research in education and business communities document and delineate differences between mentoring and coaching. Stracevich (2009), emphasizes the distinction with mentors either in a formal mentoring program or informal relationship focuses on the person, their career and support for individual growth and maturity, while the coach has a set agenda to reinforce or change skills and behaviors, has an objective/goals for each discussion, and is job-focused and performance oriented. Engaging new and seasoned principals to reflect on goals and individual growth and maturity has possible benefits for both mentees and mentors.

Formal and informal relationships, skills, behaviors and goals are important components of school leadership and require support and development. It is easy to

overlook, the emotional, psychological, and the softer, art side of being a school principal. C.R. Rogers' theory of experiential learning evolved as part of the humanistic education movement (Patterson, 1973; Valett, 1977). C.R. Rogers (1969) provides two types of learning: *cognitive*, academic knowledge such as learning vocabulary or multiplication tables and *experiential*, referring to applied knowledge such as learning about engines in order to repair a car. Roger's explanation for this distinction is such that experiential learning addresses the needs and wants of the learner. Rogers (1969) advances the qualities of experiential learning as a) the level of personal involvement, b) self-initiated, c) evaluated by the learner, and d) the pervasive effects on learner. To Rogers (1969) experiential learning is equivalent to personal change and growth. Roger's impression is that all human beings have a natural propensity to learn; the role of the teacher is to facilitate such learning. This includes: (1) setting a positive climate for learning, (2) clarifying the purposes of the learner(s), (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning, and (5) sharing feelings and thoughts with learners but not dominating (Rogers, 1969).

In the 1970's David A. Kolb and Roger Fry continued the discourse on experiential learning and created an Experiential Learning Model (ELM) composed of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations (Kolb & Fry, 1975). These actions are represented in the experiential learning circle that involves (1) concrete experience (doing/having an experience) followed by (2) reflective observation (reviewing/reflecting on the experience) followed by (3) forming abstract concepts (concluding/learning from the experience) followed by (4) active experimentation (planning/trying out what you have learned) testing in new situations. The Kolb Model of Experiential Learning is cyclical and allows each aspect to build on the other (Merriam & Caffarella, 199; Manning, 2006).
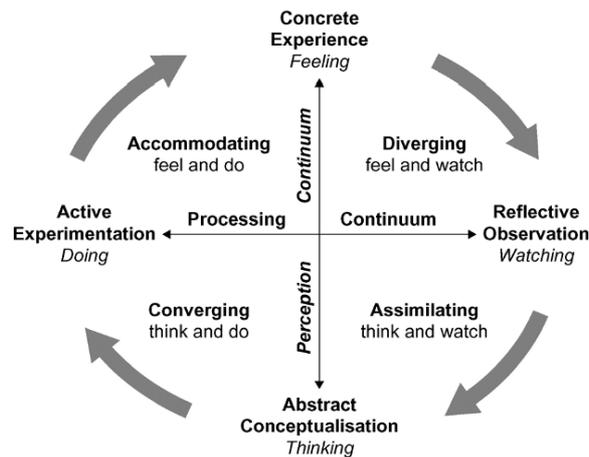
Figure 1. Kolb Experiential Learning Model (1975).

The Working Pace of the Principal: Who Has Time to Mentor?

Addressing the current needs of the district, implementing state reform changes, fine tuning campus curriculum, undertaking accountability and learning of all children, and balancing less days of instruction and more days of testing can drive any principal to be professionally unbalanced. Current and former school administrators admit the pace is frantic and during the day there is a lot of walking and talking" to and from classrooms as every minute of the school day counts. Taking time away from their own campus to develop a new administrator in the next becomes a catch-22 for many principals. Principals often seek out respected individuals, former administrator and central administration with expertise to navigate laws, policies and scripted and unscripted moments encountered the first years. School districts invest heavily in teacher mentoring programs and too often provide few formal mentoring or coaching opportunities for new principals. In many school small and rural communities a new principal wears multiple hats— becoming the content and school policy expert overnight.

IMPLICATIONS FOR PRACTICE

The theory of experiential learning and its accompanying model offers adult learners a cyclical exercise of deep reflection. It also provides a praxis for practice, theory and scholarship in the field to collectively form the new lab of practice, and the knowledge base needed to successfully coach and mentor principals. Successful principals must take on the responsibility of serving as the change agent; however, the first year is best set aside for building positive relationships with teachers, parents, students, and the community. Eventually, the first year principal can handle uncertainty, conflict and master the skill of working through complex issues in ways that unite the organization and move forward. Newly assigned principals must be grounded in their beliefs and ideas and foster a culture of community and collaboration. It is imperative to acknowledge and celebrate the accomplishments of students, teachers, and staff.

First year principals must inspire and lead, be knowledge about curriculum, instruction, and assessment practices. As a new principal learns and grows into the job, they serve as the advocate for the school. They continuously learn and grow professionally to stay current with educational trends eventually infusing new ideas with the support of the teachers. A principal, whether in their first year or last year serving on the job, should maintain high visibility with the teachers, staff, students, and parents. An open-door policy creates an atmosphere of support and care. With the gift of time and experience, a principal learns how and when to be flexible, learning to adjust to the needs of each circumstance. First year principals often fall back on policies and procedures due to their lack of experience. A rookie administrator needs to proceed with caution to ensure that policies are not the sole basis of leadership and that they do not appear too rigid and stifle relationships. Principal skills require a balancing act. Finding the right mentor or coach helps a first year principal work through difficult situations. These are daily challenges which face all school administrators and eventually

determines a school's successes. Coaches provide guidance, reflection and help determine the best action plan.

A Coaching Conversation: Dialogue between a First Year Principal and a Leadership Coach

Coaching, the newest trend in education, helps support principals through their daily challenges. The conversation in this section reflects a true example of an effective professional coaching call between a new principal and a coach as noted from the coach's calling log. Together they conducted monthly coaching calls focusing on professional leadership development during the school year.

A first year rural school district elementary principal in south Texas, at the recommendation of the superintendent, participated in a $3.3 million leadership grant supported by the Texas Education Agency to receive coaching and leadership development. The principal received confidential monthly coaching calls from a veteran elementary school principal with seventeen years of administrative experience. This first year rural school district elementary principal had two years of prior leadership experience serving as an assistant principal in another school district. The new principal's unique challenges came from a rural school district with a 7,000 total student enrollment. The coach utilizes her seasoned experience from a large suburban school district with an enrollment of over 85,000 students to reflect, plan and outline concrete goals.

The narrative in the section which follows documents a conversation between the leadership coach and this first year rural school principal. Kolb and Fry's (1975) experiential learning model continues to be an effective theoretical framework to filter, reflect and process daily leadership and decision making the principal faces on any given day. This case study provides a glimpse into the variety of skills a principal must master. The list is daunting and overwhelming— learning on the job and leading teachers, students and the community the first year adds a layer of complexity to the role.

The excerpts that follow are from the documented principal-to-coach conversations on the endless "to-do list "impacting first year school leadership and highlights the role, accountability, and transformative decision making Steve, the new principal, faces. The rural school campus Steve is charged with leading, served five hundred and ten (510) kindergarten through fifth grade students, qualified as a Title 1 campus and lacked an assistant principal.

Over the phone, the coach dissects the current workload being reported. Through her own experience, she facilitates reflective and concrete conversations with Steve on his own experiences in meeting the needs of the school and his own.

Coach: Steve. How are you doing today? Did your two kids keep you busy this weekend with their sports?

Steve: I'm doing well, and yes, I enjoyed the weekend with the family. Thanks for asking; however, I'm behind again and it seems like I'll never catch up on my "to-do" list (a notable sense of stress in tone).

Coach: What's going on?

Steve: Well, I am very concerned about our benchmark results. As I walk through classrooms, I have concerns about academic instruction, classroom behavior management issues, and the overall appearance of the school. I feel like there are so many issues to address and I just don't know where to start. The "to-do" list is endless!

Coach: Steve, there exist several school issues needing your attention right now. To be the most helpful to you in our coaching time together, what would you like to focus on first? Benchmark results, academic instruction, classroom behavior management, or any of the other issues you mentioned?

Steve's gaze is focused heavily on the overall success of the school. The pressure to succeed in this new role is further vocalized in Steve's urgency to balance and resolve impending issues of instruction, discipline and personnel facing the school. The coach reviews his observations and reflects on his thinking as he vividly accounts the pace, time and accountability required to meet these goals.

Steve: Well, the most pressing issue for me is the classroom management issues. Teachers send students to the office for behavior and as you know, I am the only administrator for the campus. There are over five hundred (500) students and twenty-five (25) teachers and only one administrator, me! I'm out of the office a lot. I am busy observing teachers and students, attending principal's meeting or curriculum updates, serving on district committees, and dealing with upset parents. I get pulled in so many directions. I rely on my counselor to help me deal with discipline issues. I just don't feel right asking him to do this. I feel like I am taking him away from his counseling job. Asking him to deal with discipline creates a wedge between students and the trust to seek him out for their counseling needs. If I just had a vice principal, it would really help.

The coach zeros in on the core concepts and helps Steve learn from his experience. The concern about the counselor handling discipline and being pulled away from campus are discussed. Steve is committed to the campus and believes that classroom management issues are of primary concern. The fact the counselor must deal with students discipline referrals and Steve unavailable for various important reasons is a conversation conclusion. These issues have surfaced during the last two coaching calls.

Steve: Really? I have mentioned this twice. Wow, I guess this really bothers me that the counselor has to help me manage discipline referrals. I really feel like the counselor needs to be freed from this responsibility but it is what all the other principals in the district tell me they do to handle the situation.

Steve is asked to move from the abstract concept of knowing that students need to cooperate and follow along in class to fully comprehend the lesson, into a concrete plan of action where he can test what steps of action are needed? The coach expands Steve's vision of a well-disciplined classroom and facilitates reflection on the action plan to help support teachers.

Coach: Well let's think about this. What would the ideal classroom behavior management system look like for your campus?

Steve: Well, ideally students would spend time in the classrooms following rules and learning instead of being sent to the office. They also would be responsible for their behaviors to the teachers and not to the administration. I also think that the students could call their parents and explain their actions. This could be a powerful motivator! All classrooms have phones, so teachers could contact parents immediately when a student misbehaves. We really need a school wide discipline plan created by the teachers and administration so that every student understands expectations for their behavior. We could then communicate it to our parents and students. This might help reduce our office referrals and I wouldn't have to rely on my counselor to handle all the student discipline. I could also research the types and number of office referrals and present the data on a spread sheet by grade level and type of offense to help justify establishing a school wide discipline plan. This really is where we need to start.

Testing this new active and collaborative approach in the field brings Steve full circle back to reflect on the concrete, utilizing the facets of his own leadership, time in and out of the office and effectively supporting and leading stakeholders through these new campus wide discipline plan conversations. The reality of the work to meet this new school wide goal sets in when the coach prompts, "When can your teachers work on this plan and what would be your timeline for completing the project and putting it into action?"

Steve: Well, looking at my calendar, I think we can start addressing this matter at each faculty meeting and have the new plan in place by the second semester. It sounds like a lot of work but we really need to keep students in the classrooms so they can learn and the counselor can be seen more as a counselor and not a disciplinarian. I really think this is going to work for everyone. I also think I'll contact the district behavior specialist to see if she can help us create the school wide discipline plan.

Coach: Awesome! Recruiting central office to support your initiative—grand idea! What else?

Steve: I want to meet with my counselor and team leaders to enlist their help and support. They can help me get this process started and create the changes we need.

The coach guides Steve through his own experiential learning cycle, from having an overwhelming experience, to reflecting on the actual work, to concluding on possible goals and outcomes and trying out a concrete plan of action on what he has learned.

Coach: Look at the powerful steps you are going to take: 1st a meeting with your counselor and team leaders to share your concerns about student office referrals, 2nd enlist the help from your district behavior specialist, 3rd create a school wide discipline plan, 4th share the plan with students and parents, and 5th implement the plan by second semester. Your concern for the counselor and initiating a school

wide discipline plan will improve your campus behavior management. How great to hear you excited about this endeavor!

Steve: I cannot believe how overwhelmed I felt initially and now I feel relieved that I at least created a plan of action. Thank you for helping me think creatively through the issues.

Coach: You did some really great and clear thinking! Can't wait until we talk again to hear about the accomplishments!

CONCLUDING THOUGHTS

Steps to Take

So what recommendations can we make to support new principals in the field as they navigate their first principalship? Taking over a campus does not only come with personal and professional resistance from staff it also comes with great teachers. How do you observe, make decisions, and implement new goals and visions, while keeping the buy-in with the new staff in your first year? A strategy frequently proposed for supporting principals and other educational leaders has been the initiation of mentoring and peer coaching programs (Crow & Matthews, 1998). Districts and school communities can facilitate this process by outlining mentoring roles, tapping into successful practicing principals in the district, and provide a space for mentors and mentees to form learning communities and be coached through the crucial first semesters.

The polarized view of the school principal still depicts the laissez faire leader or the complete tyrant. From the slip up to disciplinarian, these references are vivid and classic portrayal of the school principal in our media culture and still present in society's psyche. National educational leadership organizations have the networks and influence necessary to proactively place the mentoring and coaching of school principals at the forefront of national and state education agency conversations. The classic representation of the incompetent principal, although exaggerated in movies, drives a critical point home for educators and stakeholders. The stewardship of the school principal is more important than ever.

Resources and time dedicated to develop and sustain leadership in schools will filter through classrooms and impact student achievement. The work of supporting teachers, disaggregating data, leading curriculum conversations and transforming schools is an arena school districts must be critically conscious of to support, professionally develop and nurture school leaders. The savvy and inclusive school leader of today must be a mentor and coach for teachers, assistant principals, students and other principals in the field. The need for mentoring and coaching school leaders in the field is no longer a luxury but a necessity. School districts and system leaders must be actively involved in the development and coaching of their school leaders. Coaching and mentoring new principals, supporting their professional collaborations, and finding ways of effectively balancing the leadership role in schools is a strong measure of a learning organization which continues to fine tune the art and science of educational leadership in the field.

The next steps fall on the partnerships and work of school districts and universities encouraging teachers into the next pool of school leaders. The recruitment shift will require attention to more than accountability and changing roles. Rapid technological shifts, student and school culture, and finding new ways to lead and learn must be balanced with the traditional aspects of schooling. It will require a departure from the dominant idea that the white male is the prototype of school leadership. Harmonizing the principalship in the next decade will require issues of equity and social justice faced in the principalship to no longer exist in the periphery. These issues will be central to the mentoring and coaching needs of our future school leaders. Significant increase in Women, African-American, Asians, Latinos, Native-Americans, LGBT and populations traditionally underrepresented in the principalship and school leadership will provide a more inclusive dialogue for school organizations as they learn to foster support for a wider more inclusive constituency. The first principalship assignment is an exciting and stressful time for any educator. Mentoring must be initiated before the principal begins to lead the campus. The idea of an organization or system reacting to the needs of school principals is an outdated model. Anticipating the leadership surges school principals will face in our schools is the preemptive space coaching and mentoring must continue to conquer.

Questions for Reflection

Referring to Figure 1; the Kolb & Fry (1975) Experiential Learning Model identify the four elements of experiential learning from the case study.

1. Which sections of the coaching scenario identify the concrete experience, observation and reflections, forming concepts, and the active experience?
2. Who mentors or coaches the campus principal at your school?
3. What characteristics or qualities does a principal need to serve as an effective administrator today?
4. Describe and compare the qualities of an effective administrator of today to the administrators when you attended high school.
5. In what ways can principals continue to inspire and support the educational community as the demands and stress of state and federal accountability increases yearly?
6. Who does your campus principal seek for professional guidance regarding challenging issues?
7. What professional development opportunities does your district provide for principals?

Exercise

The challenge of finding time to be coached and mentored not only falls on current school principals but also central administration, and the school community. To critically examine the need and requirements of today's principals interview an

elementary, middle and high school principal. Utilize the following questions to guide your conversation with each of the three principals:

1. What supports are in place for your district's first year principals?
2. Who do you consider your mentor in the field?
3. What do you consider to be your school leadership challenges?
4. As an educational leader, what experiences have you had with being professionally coached?
5. How does your district support veteran principals?
6. In your experience what systems should be in place to support campus principals?

Upon completing the interview exercise compare and contrast the mentoring and coaching needs of the three campus level principals? Would a district wide model be effective to meet the needs of the three campus principals?

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BONITA BUTNER

UNIVERSITY OF MISSOURI, KANSAS CITY

SECTION 3: MENTORING IN ACADEMIA AND BEYOND

OVERVIEW

Few environments are as complex and challenging as the environment on college and university campuses. Situated within a context of collegiality and competition, faculty, students and administrators sometimes struggle with understanding the culture and environment of the college campus. Now, imagine being new to the setting and trying to negotiate the culture and environment without a guide to assist you. On college campuses, mentors, or guides, serve the purpose of assisting individuals to navigate the maze that is higher education. Individuals new to the campus environment and those that are seasoned veterans may have difficulty understanding the culture and environment. Some may describe the processes and procedures they encounter as being veiled in the language and customs of the institution. The term "veil" is defined in Webster's Dictionary as "…a piece of often sheer or diaphanous material used to screen or curtain something…….something that hides or obscure. The veil metaphor has resonance in higher education as something that needs to be removed so that individuals navigate the environment. In 1922 a monument entitled "Lifting the Veil" was erected on the Tuskegee campus in honor of Booker T. Washington. The inscription reads: "He lifted the veil of ignorance from his people and pointed the way to progress through education and industry." The implication of this statement is that progress is achievable for all if there is nothing to hinder or obscure their path. The chapters in this section provide insight into how mentoring can "lift the veil" in academe.

At first glance, the chapters in this section would seem to be a disparate collection of works. However, on closer inspection, the common themes of multiple mentors, reciprocal mentors, personal reflection and lessons learned connect each chapter. In "Research Writing Teams as a Form of Mentoring for Graduate Students", Coward and Jacobs use a Vygotskian perspective to examine learning in the context of collaborative research. The authors emphasize the importance of collaboration with graduate students as part of the mentoring process and provide two case studies that highlight the varied experience of establishing research teams. They conclude their chapter with steps and exercises that can assist the reader who may find themselves in similar circumstances.

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Price and McMillan use a performative script format to examine the teaching of a qualitative research course. Their chapter, "Team Teaching Qualitative Research as Academic Mentorship" highlights the benefits of reciprocal mentoring as faculty venture into territory that may be the antithesis of the traditional approach to qualitative instruction. The script format challenges and encourages the reader to think outside the box.

"Aligning the Ph.D. and Mentoring Experiences of U.S. Underrepresented Minority Students in Engineering" advocates for multiple mentors to assist minority students in reaching their full potential. Cox, Zhu, and Lynch's study of minority students suggest students see specific benefits to mentoring and can identify characteristics of a good mentor and mentee. The authors conclude the chapter with recommendations and activities.

In "The Twelve Steps of Academic Adolescence", McMillan and Price make meaning of their journey in academe by helping each other understand their path as university professors. Working with their student group, the authors place their work in the context of Parker Palmer's "Myth of Objectivity". The findings are presented as a three act play with the twelve steps as a final act that provides guidance to others as they navigate their journey.

Most faculty have experienced the trauma of teaching content that is controversial. Learning how to approach and promote civil discussion is crucial to the learning process. In "Walking into Fire: Navigating Tough Topics in Your First University Faculty Position", Jacobs and Gentry discuss how faculty can mentor each other when teaching those "hot topics". The authors provide a set of guidelines that include establishing community rules prior to instruction and allowing time for reflection as part of the learning cycle.

McCarther, Davis, and Caruthers examine the tenure process for African American females. In their chapter, "Traveling the Tenure Track", they recount their journey through the process while highlighting institutional context and its' influence on the process. The authors provide an outline for successful mentoring of junior faculty through the tenure process.

Last but not least is the chapter by Nelson, Low, and Hammett. In their chapter, "Emotional Intelligent Teaching: Mentoring and Teaching Excellence Using a Transformative Learning Model", the authors present a framework grounded in the research of emotional intelligence and person-centered instruction that realigns how we think about teaching, mentoring and learning. They identify the five basic steps to mentoring using emotional intelligence and add three additional steps that promote continuous improvement toward intelligent self-direction.

Each chapter in this section adds to our understanding of mentoring and the mentoring process at the college level. Whether it is traditional mentoring, reciprocal mentoring, or new frameworks that extend how we understand and approach mentoring, these chapters "lift the veil" on the process and provide an opportunity for all to circumnavigate the barriers that may hinder or obscure our success.

FANNI L. COWARD

TEXAS TECH UNIVERSITY

STACY A. JACOB

SLIPPERY ROCK UNIVERSITY

13. RESEARCH WRITING TEAMS AS A FORM OF MENTORING FOR GRADUATE STUDENTS

INTRODUCTION

Often graduate students believe that taking classes on how to conduct research is the best way to prepare to write their theses or dissertations. However, engaging in opportunities to conduct research with faculty members can also be an excellent way to prepare for both capstone experiences like theses and dissertations and for future faculty positions. Being involved in research is also an excellent way for graduate students to get involved in their discipline, as involvement in research teams can lead to presentation at regional and national conferences and research publications. For faculty, involving students in their research can also be beneficial. Not only can faculty learn more about the students whom they may work with on theses and dissertations, but also involving students in your research may reduce the time it takes to complete a project. But how do you work with students to create a research writing team that is both effective and productive?

Mentoring students through conducting research can be difficult when it is a one-on-one experience, and mentoring students by using research writing teams can be even more difficult when you consider the following:

– Many members of your team may have never worked on a research study.
– Members of the research team may have different level of research ability and or skills. For example, there are often significant differences in knowledge about research methods between doctoral students and master degree level students.
– Members of the team may be from different disciplines and have been educated differently about research.
– Members of the team may have different goals associated with being on the team.

Junior faculty members have much pressure to be productive researchers. The case studies presented tell the story of two junior faculty members. They both learned from their previous institutions that research writing teams could be a valuable tool to help accomplish that goal. Their past positive experiences on research writing teams combined with the push from their college to use teams lead them to jump in with both feet. However, they both found obstacles and frustration in leading research writing teams. These issues largely stemmed from their expectations of students. They both quickly learned that most of the students were underprepared and not used to independently investigating their questions—marking a vast difference between their experiences in large, competitive, research universities. They both overestimated their students and, as a result, overestimated their abilities to easily lead a research writing team.

In this chapter we will present both research and practical information on how to mentor graduate students by using research writing teams. In addition, we hope that our suggestions might help faculty new to research writing teams create productive teams in which they can successfully mentor graduate students on how to conduct research.

THEORETICAL FRAMEWORK

Research writing teams are comprised of graduate students and faculty members to conduct research and produce research publications. They are often seen in research university institutes. Often research writing teams help mentor graduate students on how to conduct research. A research writing team works toward producing research publications. The team meets regularly and decides the course of actions during those meetings. Writing of the research is often divided among members as well. Usually the faculty member(s) on the team works as the executive director, leading and providing guidance throughout the research project. Although it can be done in many different ways, the essential feature of the research writing team is to conduct research and produce research publications TOGETHER. This form of collaboration, we believe, is rooted in the idea that by working closely with faculty, graduate students would learn how to do research not only by actually "doing" it, but also by watching and being guided by the faculty members. It reflects what is called cooperative learning in American education. Although collaborative learning is not new in American university settings, different learning theory approaches explain the effectiveness of cooperating learning in different ways (O'Donnell & O'Kelly, 1994). We favor a Vygotskian approach to cooperative learning, in which a member or two serve as the more competent members to guide and model the tasks that need to be done. As suggested by Schon (1987), learning in a profession requires not only the opportunities for practicing the tasks, but also effective coaching by competent others who have already been initiated into the profession. We believe Vygotsky's theory captures the experience of learning through research writing teams in that research teams, in a form of cooperative learning, provide the mentoring and social support that graduate students need to move learning forward. Vygotsky's theory

also reflects the dynamic nature of learning through research team writing. From a Vygotskian perspective, learning takes place in socially shaped contexts, which are constantly changing as well.

There can be no universal scheme, as suggested by Piaget, that can adequately represents the dynamic interaction between the individual learner and the external environment (Rogoff, Baker-Sennett, Lacasa & Goldsmith,1995). Research writing teams, in different shapes or forms, are also constantly challenged by the ever-changing contexts where the research is conducted. The team has to adapt, make meanings, and transform itself as the members of the team learn. There may be some guidelines, but there is certainly no one "correct" way to learn how to do research as a team.

A Vygotskian Perspective of Teaming

Vygotsky believed that higher mental functions such as reasoning, comprehension, and critical thinking, are first applied and learned in social interactions and then later internalized by individuals. (Vygotsky, 1978; Resnick, 1991). Vygotsky's theory suggests that learning is not a process of discovering alone in the world, but one in which learning is mediated by people around you, such as family members and teachers who are usually more experienced and competent in doing a particular task (Vygotsky, 1978; Puntambekar & Hubscher, 2005). Two major functions have to happen in this process of learning:

First, find the zone of proximal development (ZPD) of the learners. ZPD is "the distance between the actual development level as determined by independent problem solving (of the learner) and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p. 85). In other words, the ZPD is where the learner's potential ability lies. In addition, according to Vygotsky, the optimal learning environment is within this area of ZPD of the learners and productive interactions are those that orient themselves toward the ZPD. In the context of a research writing team, in which every member might possess different level of abilities and thus different ZPD, this presents a challenge for the faculty member.

Second, use effective cultural tools to organize productive interactions/ instructions oriented toward the ZPD. This process also represents the concept of *scaffolding* in Vygotsky's theory. *Scaffolding* is structuring a learning situation or interaction within the reach of the students to support learning. Cultural tools include "language; various systems of counting; mnemonic technique; algebraic symbol system; works of art; writing; schemes, diagrams, maps and mechanical drawings; all sort of conventional signs and so on" (Vygotsky, 1978, p. 137). Rather than an exact focus on individual process, Vygotskian theorists emphasize learning through interactions with others and the support from the social environment. These materials and thinking tools allow people in a society to think and communicate and should be used to facilitate interactions and learning. In other words, by using effective cultural tools, the competent learner can provide additional social support until the less competent learners can do it on their own.

This process of scaffolding is also gradual in its natural form. At the beginning of a project, one might need more support. But as learning takes place, the support should be gradually removed so that one can completely accomplish the learning task on his or her own. In the context of a research writing team, every member might be trained from a different institution and discipline, to provide different cultural tools for different members could be time-consuming. Additionally, the availability of the tools can also be a problem at the institution where the team is.

This type of learning also requires what Rogoff called "guided participation" (1995). Guided participation, as a concept builds on basic notions of Vygotsky's theory, "focus(es) attention on the system of interpersonal engagements and arrangements that are involved in participation in activities (by promoting some sort of involvement and restricting others" (Rogoff, 1995, p. 146). For example, communicating the value of working as a team by assigning every research team member a task based on authorship and making sure every team member has a chance to be the first author of a research product. It is an interpersonal process in which communication and coordination of efforts are central. The emphasis is to encompass routines, tacit communication and arrangements between the less competent learners and the environment (Rogoff, 1995). As indicated by O'Donnell & O'Kelly (1994), the potential challenge in this form of cooperative learning is to have adequate time and dialogue for effective help-giving.

Without careful planning and monitoring by the faculty members, the research team's group interactions can adversely hinder learning. Therefore, direct instruction in help-giving and modelling help-giving becomes an important task for the faculty members involved in the research team. Our current investigation paid particular attention to these two concepts. Furthermore, we also took a special interest in issues related to disadvantages mentioned in groups learning research, such as the work by McCaslin and Good (1996) which emphasizes:

– Socializing and interpersonal relationships begin to take precedence over the original goal of the research team, which is to conduct research and publish.
– The emergence of team behaviors, such as student members "loafing" as the team progresses without their contribution.

METHODOLOGY: A CASE STUDY USING RESEARCH WRITING TEAMS

To describe the challenges and successes that can occur when using a research writng team approach, we will employ a bounded case study (Merriam, 1998). In order to accentuate Vygotsky's concept of effective help-giving that structures learning situations in which students current ability is taken into consideration, this chapter will present two contrasting cases in which scaffolding is utilized to mentor graduate students. Case study is a highly appropriate method to employ given that Vygotsky emphasises the importance of environmental factors. The two cases presented offer a thick, rich description of the situation. Additionally, the interaction among the research team members described in the two cases will illustrate the concept of guided participation—an essential element of a Vygotskyian approach.

Both cases occurred at a large School of Education located in the Southwest region of the United States over a period of one year. At the time, the college promoted the use of research teams to increase research productivity. Hallways were buzzing with talk of "my research team is investigating..." And pictures of research teams were prominently exhibited, along with project titles, in the college's display cases and newsletters. A college grant competition was announced to encourage research writing teams.

The two case studies present the experiences of two junior faculty members who worked collaboratively with graduate student researchers. Both were new, tenure-track faculty members who were in their second year at the institution.

Lucy

Lucy graduated from a large, public research institution that is considered a top institution in the state. She was very used to research team writing as a graduate student. In addition to her coursework and Teaching Assistant responsibilities while in graduate school, Lucy (like all the other graduate students in her program) was expected to participate in as many research teams as possible. Her work on those research teams in graduate school resulted in three co-authored manuscripts and eight co-presented national conference presentations.

Annie

Annie graduated from a prestigious program at a large, public, research university. While a student, she worked in a large research center housed at the university as a Research Associate during the first year of her studies. For the remainder of her studies, she worked as a teaching assistant and participated in research writing teams. Participating in research writing teams was a given in her graduate program. Annie's position as a Research Associate and participation in research writing reams in graduate school resulted in thirteen co-authored publications and two presentations at national conferences.

Summary of Their Background

Clearly both Lucy and Annie are equipped with plenty of experience as research members; however, both women feel as if this experience did not fully translate in their ability to lead a research writing team. Lucy's case represents a positive example where the decisions made about the research writing team led to a more successful outcome, while Annie's case shares examples of decision making which experienced less successful outcomes. The first case study is deemed as a successful example because it not only secured funding in the college grant competition, but also produced two presentations at national conferences, two presentations at regional conferences, and two manuscripts that are currently under review. The second case study, in comparison, has yet to collect data. Unfortunately the students involved in the team graduated which resulted in the

faculty member's decision to put the research on the back burner to work on more pressing projects.

Case Study One: Lucy's Tale of Success from Her Perspective

Although this is the second institution where I have served as an assistant professor, I have not had experience in leading a research team or chairing dissertations, either, due to the fact that I was in a department that has no graduate program. As a new faculty member in this current institution, I knew that the graduate students would probably know more about the school's culture than I did. Therefore, leading a research team that consisted of doctoral students sounded intimidating to me. I was fortunate enough to have another senior faculty member on board with me who shared similar research interests, yet very different research method paradigms (Quantitative versus Qualitative methods).

The differences in research methodology training have posed some additional complications in this research team experience. For example, I found myself constantly explaining myself and giving reasons as to why we approached certain tasks in a specific way. In the meantime, this process did challenge me to think even more critically about tasks at hand, which was intellectually stimulating and contributed to my development as a researcher. As tenured faculty, the senior faculty member was also able to give me additional guidance in terms of navigating through some of the bureaucracies and publication processes. For example he encouraged me to apply for the college grant competition, helped me to finish the application, dealt with difficult issues in the IRB process, provided constructive feedback that served as social influence on my perception of my abilities and my work. Most importantly, because he was from the same graduate program as I was, he helped me to bridge the disconnections between my graduate program and my new university setting—helping me find my niche. For example, the topic of our research was based both on my and the senior faculty member's joint expertise. In addition, the topic connects my graduate school discipline and the research agenda needed for the new program where I am teaching. Interestingly, this provided a layer of experience that is like "mentoring within mentoring". The senior faculty and I always met before a team meeting occurred to plan for the meeting. For example, we tentatively set the research team's goals and ways to decide on authorship and work distribution. This really allowed us to be effective in "guiding" the graduate students and presented a united front without confusing the graduate students

In addition, the research team included four graduate students from different programs and of different genders. The heterogeneity of the team allowed multiple perspectives and enriched the research content. Not only did I learn from the senior faculty member, but also I learned a lot from the graduate students who participated in this research team. However, since it was my very first experience in leading a research team and the research team's setting was

ill- structured at the time, I insisted on carefully selecting the research team's student members to avoid added distractions due to personality differences. I had to say 'no' to a graduate student who wanted to participate while we were in the middle of data collection, and it was mainly because I learned that this particular student was not favored by other students who were already in the team.

At the beginning stage of our project, I did find myself providing a lot of instructions to the team members. We discussed and set up rules for the research team, including how authorship should be decided and what it would require for one's name to be on the publications. To help the graduate students to speak the same "language," a set of readings were given prior to our very first meeting. Additional readings were also given out later to enhance team member's understanding of the research topic at hand. I also spent a great deal of time to make sure we were all on the same page by writing up meeting agenda sheets and meeting minutes for every meeting. Meeting minutes were always sent out to every member to ensure accuracy of the communication among members. The other faculty member and I even created charts sometimes for the meetings. I found the extra effort to provide instruction and keep everyone on the same page is worth it for the success of the team. It created a sense of community in the research team, where there are common terms, goals, and shared rules.

As a team, we discussed and set realistic goals from the very beginning. The goals were also specific and set with tentative timelines. So as the team progressed through the semester, we continued to see where we were in reaching our goals. Additionally, work involved in each task was always carefully planned out and divided among members prior to the task. So the role and the responsibilities of each member were always clarified, including authorship. I believe that this greatly reduced the opportunity for team members to "loaf". I believe setting goals and monitoring our progress really helped all team members in terms of motivation. Instead of seeing a monumental task, the task was broken down to smaller pieces and made the graduate students see it as a feasible and manageable research task to accomplish.

Although we produced some scholarship in this process, one major misstep is that we did not have a very clear rule as to how a team member should exit the group if or when that is necessary. We did not know how the research team would end up. So there is no clear ending of the team's work. The challenge I encountered was as team members graduated or had other unexpected events in their personal life, such as divorce or getting married, the team gradually dispersed into a state where there is still a mountain of data, but no one has continued to produce manuscripts from the data. So the data is just "sitting there". The data is huge, and I believe the data can be analyzed from different angles and produce more manuscripts. However, none of the graduate students have taken on a leadership role in producing another manuscript. They were still very dependent on the guidance by the faculty and needed step-by-step instructions. Consequently, I am left feeling unsure about how much the graduate students have learned and grown as a researcher in the process.

Case Study Two: Annie's Bumpy Road from Her Perspective

As a graduate student I was a part of several research writing teams and through that experience, I felt that I was well prepared to guide students through the processes of working on a team to conduct research for publication. I came in to the university excited to use my experiences as a graduate student to help mentor students through the research process. Without giving it much thought, I sent out an email to students in my program inviting them to attend a meeting to learn about being a part of a research team. Unlike my graduate school, students in my program were not accustomed to getting such requests. One student misunderstood that I was inviting students to help me research and assumed that I was asking her or him to be a participant in my research. Because I had not provided any information about my study being approved by our university's Institutional Review Board (IRB) the student sent my request to IRB and asked why she or he was recruited for the study.

The staff in the IRB office read the student's email, but did not read my original email (although they received it as a thread with the student's email) and I received an email from director to cease work on the project and call IRB immediately. When I called the IRB office, I was told that I was not allowed to recruit students to participate in a study that did not have IRB approval. I was confused and did not understand why they thought I was attempting to recruit participants for a study. They then said that a student forwarded an email to them that I had sent which asked her or him to be a part research group. After much confusion ensued, the IRB staff member finally realized that both they and the student misunderstood my intentions. Unfortunately, the IRB staff would not tell me the name of the student who made the complaint and a key opportunity to help a student learn about research writing teams was lost.

After finding a set of students who wanted to join my research writing team, we held a meeting. The meeting revealed that all of the students who wanted to work on the team were first semester master's students with no experience or coursework in research. I spent the rest of the semester teaching them about conducting literature reviews and the following about conducting qualitative research. In terms of the ZPD, I did not encounter different levels of experience with research—all of my students were inexperienced. At first this made my job easy; however, some students devoted more time to the project, and I quickly had students representing different levels of understanding of qualitative research.

While I did not have to constantly explain myself to students trained in another type of experience, I had no knowledge base from which to build and spent an inordinate amount of time scaffolding students through not only their first research experience, but also teaching them the basics of research in general. Needless to say the research time was much extended rather than reduced. I truly believe that having a team of students with different levels of research knowledge would have created a faster learning experience in that less experienced researchers could have learned from a variety of experienced researchers.

In helping my students learn about research, I too spent a lot of time providing instructions, making sure we were on the same page by creating agendas and providing meeting minutes. As my students learned about research and learned about how we would work as a team, I slowly started letting the students take over these functions.

While the research has been slow, I do know that the students on the project have learned quite a bit from me; however, and with seasoned eyes, I now know that many of the ways I approached the team could be much improved. On subsequent teams I have applied what I learned and created more effective research writing teams. Although we divided up tasks and set goals, I found that I often had to meet with students individually to help them with their assigned task. However, once students learned how to do a particular aspect of the research, they were charged with helping me teach the rest of the team about this task. Slowly and surely my students became more independent. After a year and a half of working with the students, we reached the point where I can assign tasks and have students work independently on those tasks.

IMPLICATIONS FOR OUR OWN PRACTICE

Looking at Lucy's and Annie's experiences reveals three main themes: belief in the need to work with a research team, unrealistic expectations of students, and unrealistic expectations of a leading a research team.

Belief in the Need to Work on a Research Team

Lucy and Annie had much more experience as members of a research teams while in graduate school. Each came from environments where being a member of a research team was expected in addition to job and class responsibilities. As graduates of universities classified as RU/VH: Research Universities (very high research activity) by the Carnegie Basic Classification (2005), both Lucy and Annie had beliefs about the importance of research teams involvement embedded in their belief system from graduate school. Both women believed that research teams were an expected operation at the new university in which they were now serving as faculty members.

Unrealistic Expectations of Students

Both Annie and Lucy learned that they had unrealistic expectations for the students involved on their research teams. They based their expectations on their graduate student experiences and did not consider that they were now at a different kind of institution. Their new institution is classified as a RU/H: Research Universities (high research activity) by the Carnegie Basic Classification (2005). Overall they both saw their students as being less prepared to contribute to a research team than they assumed based on their experiences. This lack of preparation could be attributed to several reasons or a combination

of reasons. Although Lucy and Annie are unsure of the exact causes, they believe that the lack of preparation to do research probably stemmed from one or more of the following issues:

– Students at the new university seem to be much less independent for their learning. They generally do not seem to share Annie and Lucy's belief on needing to work on research teams to gain experience and secure publications before graduating.
– Both women are qualitative researchers who were in colleges in which qualitative research was more universally respected, and in which faculty pushed the boundaries of qualitative research. In contrast, many faculty members in their new college tend to lean toward a very traditional and positivistic form of qualitative research or devalue it outright. As such, the students with which both Lucy and Annie worked were not trained in the types of research methods the women used.
– Research teams were not as common and, therefore, students were unfamiliar with being a part of a research team. Because research teams were not an expected part of the graduate school experience, students were not familiar with how to perform (this had to be taught) and even lead to the IRB debacle in Annie's story.

Unrealistic Expectations of Leading a Research Team

Because research teams were the norm at Annie and Lucy's graduate institutions, there was a strong culture that communicated expectations that students took responsibility for learning things they did not know or understand while maintaining their research team responsibilities. Annie and Lucy came to their research teams thinking that leading a team would be relativity easy. They both quickly found that leading a research team became an activity in service to teaching qualitative methods rather than as a vehicle to produce research quickly. Lucy and Annie were not mentored in graduate school on how to conduct a research team; Lucy received mentoring in the process, but Annie, who did not have a senior professor on her team, was left to figure out how to lead a team. In the end, both women relied on their teaching abilities to conduct their teams rather than any type of leadership training.

Overall Lucy and Annie's experiences relate to much of the literature on new faculty. Rice, Sorcinelli, and Austin (2001) state that one of the biggest concerns of new faculty is getting little to no mentoring while simultaneously wishing for community and experiencing seclusion. Neither Annie nor Lucy experienced a formal mentoring relationship—an experienced faculty member assigned to an inexperienced faculty member using a set of criteria (Mullen, 2005) that led to academic socialization to their new university. However, Lucy experienced and benefited from coaching within her research team. Both faculty members learned a great deal about their college and how to lead a research team that is both productive and helps mentor graduate students in conducting research.

STEPS TO TAKE

Based on the aforementioned case studies about leading the research team, we minimally suggest enacting three major guidelines to help ensure the success of this research writing team experience. First careful planning and monitoring by faculty members is essential to building and sustaining a team. Second, specific and realistic goal setting is needed to keep the team moving forward. Third and finally, make sure that there is a clear assignment of roles and responsibilities to avoid confusion within the group.

In addition to these three guidelines, we would also like to offer the following tips to help faculty members in creating research writing teams which can mentor graduate student on "doing research".

- Establish rules for entry into the group. Decide how to invite students, who gets to be in the group, and at what points they can enter the team.
- Don't forget to set rules for exiting the group and how that exit could affect authorship.
- Establish guidelines for authorship and order of authorship upfront. For example, before beginning this chapter, we agreed to each write in a different collected text—deciding that the author who wrote the most words for this chapter would become and the first author.
- Make records of meeting notes and keep a "to do" list (this can be part of your audit trail if you are conducting qualitative research).
- Make sure that students have different levels of research experience. While it is wonderful to help students get research experience, it takes time to teach a team of "newbies" research from the ground up.
- If you are a new faculty member, do not work alone. Ideally include an experienced faculty member who has been at your new institution and understands the culture. This step is especially important if research writing teams are new to your department's culture.
- Set realistic and measurable goals. The goal of "We will publish" is not specific enough. You need to make it measurable, like "We will submit two manuscripts to a peer-reviewed academic journal from this research by the end of this year". This will increase the motivation of the team and help to set the course of actions for the team.
- Establish time lines for every task, so that the team can be held accountable and reflect on the progress of the teams' work.
- Assign role and responsibilities for every member and every task, so everyone knows his or her place as the project progress.
- Check and make sure members have what they need to accomplish tasks assigned to them. Encouragement and effective feedback should also be incorporated in the meetings.

EXERCISE

Imagine that you are a new faculty member and you want to set up a research team to investigate a topic in which you are interested. Answer the following questions as a way to set up your research writing team:

– What topic would you like to study? In what ways are you willing to be flexible on the topic to meet others' needs for being a part of the team?
– How would you go about recruiting a more experienced faculty member for your team?
– How would you decide what students would be on your team and how would you recruit them?
– How would you go about establishing authorship guidelines?
– How would you divide the work load for a qualitative study vs. a quantitative study?
– How would you keep records and to do lists?
– How would you share information with one another?
– What are the goals of the research writing team? How do you decide on the goals? Does everyone on the team share the same goals?
– What do you do to access the ZPD of your team members? What does the result of your analysis tell you about what instruction or materials you need to provide to your team members?
– What are the common routines or customs of your team? How do you establish that and communicate them with your team?
– How do you communicate effectively with your team members?

CONCLUSION

Research writing teams can be a really effective way to help mentor graduate students through conducting research, and you must be committed to your students' growth as researchers. We both learned that research writing teams are time intensive, and may not produce research at a quick pace—until students are trained to work in independently. However, research writing teams do help students grow and learn immensely and are an excellent way to mentor students from interdependence to independence in research.

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MARGARET A. PRICE AND SALLY MCMILLAN

TEXAS TECH UNIVERSITY

14. TEAM TEACHING QUALITATIVE RESEARCH AS ACADEMIC MENTORSHIP

Spanning the Curriculum

REFLECTION STRANDS

A Dream

Collaborative teaching is not a new phenomenon. In public schools, especially at the middle level, interdisciplinary thematic teaching teams have shown the promotion of teaching-learning connections between subject areas, teachers and students (Hayes-Jacobs, 1989). For a variety of reasons, collaborative teaching has not followed suit at the higher education level. Bess (2000) suggests that the relative functions of university professors (teaching, research and service) attribute to the competitive, isolationist structure of our current system. Visions of how knowledge is built and maintained are constantly emerging and as such, how college courses are organized and taught is also under investigation.

Peggie and Sally began investigating the question above as we acknowledged that our common graduate students were viewing qualitative research as merely a way of filling in a blank on their degree plans. Our teaching and research areas have a very common theme – a sociological view of the world in which voices and perspectives must be heard (constructivist methodologies). However, our approaches are quite different. We talked constantly around the following questions: How might two perspectives of the same subject matter be better than one? In what ways could collective perceptions help graduate students forge a valley that many find difficult to traverse? Who does it benefit, this team teaching thing? Who does it harm? How is it negotiated without feelings getting hurt or egos being bruised?

Isolation

Teaching in public schools and universities is, for the most part, an isolated endeavor. While we hope that our content areas are covered sufficiently by our instruction, we rarely take note of how our students are accommodating our material and connecting it to the bigger picture. "At present, the intellectual

and physical isolation of the faculty member as teacher results in a paucity of opportunities for significant reward, save through the professional and personal satisfaction of faculty from seeing students learn and grow under their tutelage" (Bess, 2000, 2). We carry on through our curriculum hoping that in some way, shape or form our students will be able to see the interconnectedness of ideas, people and their own inner-selves. Rarely do we think holistically about their programs of study or their abilities to connect the material to their real worlds in terms of their doing and becoming. We, as content area specialists, rarely take the effort to make those connections for our students, hoping beyond hope that they will be able to see the importance, the connections, the "big picture".

How much of that is our responsibility? Themes of imposition rear their ugly heads.

Making Connections

A few years ago, Sally and I approached our colleagues with an idea to collaboratively teach an introductory course in Constructivist Methodologies. Our thinking, at the time included the approaches to doing research that offered our students options; options in the views with which Sally and I approached research and encompassing others' approaches as well. As we contemplated our course, we looked to the "Chart of Impressionistic and Realist Ethnography" offered up by Ellis (2004) that highlighted the continuum of approaches to qualitative research. Realizing that most students we advised were following a rather traditional approach to what qualitative research is and how it is done, we envisioned teaching a course that was different: multi-genred, spanning the lesser known regions of the continuum. While our thoughts were primarily on our graduate students, we also saw the opportunity as a means of personal growth. What could we offer each other as we negotiated the realm of teaming?

COLLABORATIVE TEACHING: A MATTER OF RECIPROCAL MENTORING

Co-Teaching

We constructed a single course with a negotiated syllabus and topics and taught simultaneously with a common set of students in the classroom. Both professors took responsibility for all aspects of the class – offering multiple perspectives. Some topics were handled by one professor, where strengths were clearly indicated – with input from the other professor.(e.g. – Grounded Theory (Sally) Trustworthiness Criteria (Peggie). We approached each class with our mutual perspectives, merging the ideas that would clearly offer the students a means of collectively and individually negotiating their own research agendas. We hoped the approach would give the students a view of the multitudinous opportunities within the qualitative realm of research.

Looking Back to Looking Forward

We both had experienced the benefits and difficulties of team teaching in our former lives. As teachers in public schools we were parts of formal and informal teaching teams. As a middle level teacher Peggie had formal preparation in working with interdisciplinary teams. Sally's public school arrangement was more of an informal one, where she and the art teacher taught their classes collaboratively. We both had team-taught classes with other graduate students while working in our respective graduate programs. As colleagues at the university level, we initially worked as parts of an interdisciplinary team in a grant-related post-baccalaureate teacher certification project. Though we only came together for specific classes and for one overall project, we planned and collaborated weekly on our curriculum and assessment.

As we contemplated a collaborative teaching experience for our graduate students, the personal and professional differences were not a problem. We both had our strengths, areas that needed bolstering, and no real issues with control. We gave each other full license to present our areas of strength, helped each other in areas that were not our strength, and approached the teaching, assessment and evaluation aspects of the class with equal participation. It was our own version of reciprocal mentoring. Mullen (2005) has captured the essence of what Sally and I were finding in her term "synergistic co-mentoring" in which "we can feel this synergy at work in our positive relationships, creating a mentoring bond that may have a lasting effect on one's attitude, values, and work habits" (p. 23). We both felt that our positive forces would contribute to a valuable learning experience for ourselves and our students.

The True Caveat—University Norms

Although Sally and I knew our vision might be met with a degree of resistance, we had no idea how difficult it would be to achieve. Resistance came first in the form of offering an alternative course in qualitative research within our own college. (See our Mindfields article (2010) for a full commentary). Once we actually got the course approved as a legitimate offering for our students, we had other small hurdles. Next we had to negotiate student numbers to generate enough student credit hours to constitute two fully populated graduate courses. Finally, the matter of course evaluations was difficult as we wished to be assessed as a "team" rather than as individual instructors. The evaluation system at our university is not set up to evaluate teaching teams. Reporting evaluation statistics on our annual reports has proven to be a rather sticky wicket. We are still in the process (after 3 years) of working with the evaluation team on the best way to develop an evaluation that allows us to see the impact of our collaborative teaching.

We have worked together for almost 10 years now in various teaching and writing projects(see – McMillan & Price, 2005; McMillan & Price, 2010). We have also sought out several workshops together that deal with aspects of impressionistic qualitative research so that we could continue to grow. As we contemplated our vision, we looked to our past to plan for the future. We knew the

power of collaborative teaching and also knew the caveats. Bolstered by our vision and strengthened by the travails associated with even securing the "right" to teach the class, we forged ahead.

What follows is a performative script that summarizes what we have learned, how we have continued to grow, and how our students' perspectives have influenced our determination to carry our vision through our reciprocal mentorship.

TEAM TEACHING QUALITATIVE RESEARCH AS ACADEMIC MENTORING— SPANNING THE CURRICULUM

A Readers' Theatre

Readers (10): Odd, Inner Odd, Nod, the Announcer, the Stage Manager, Manipulative Manny, Stan the Insightful, Sue the Enlightened, Parker Palmer)

Sally and Peggie – Oral Interpretation

Not so very long ago

In the land of NOD (Not Obviously Demeaning)

Two professors dreamed of teaching

In a manner their colleagues thought quite ODD (Obviously Demented Dreamers)

The two talked and listened to each other

As the dream they envisioned took shape

They planned their approach quite thoroughly

While others murmured "Oh for goodness sake!"

You cannot, must not!

Were phrases we heard quite often

All the while we carried on

Failure was not an option

It was not so much the idea we proposed

About which others warned "Beware"

The way we taught, the topic we sought,

Became quite a messy affair. (See our article: Mindfields (2010)

We persevered

We fought the fight

And have taught the course

To much delight (our own, our students, our colleagues)

We continue our dream

of professional renewal

By collaborating once more

With a vision which is dual

Collaborative teaching in a college setting

Was the dream we sought

Roadblocks, barriers, and naysayers

We found were all hard bought

We negotiated the labyrinths

Our goal collectively in sight

Today we share our story,

So that other might take flight.

Giving students options

To different ideas which we approached.

Co-mentoring each other

As our strengths and weaknesses were broached.

We offer up our journey

As a way to think things through

When helping students make meaning

In a paradigm that is new (to them).

We hope our lengthy sojourn

Will give others hope that is due

What we learned and how we managed,

How we gained confidence and grew.

Scene I: Announcer: Collaborative Teaching in Higher Education – Professional Benefits; Professional Drawbacks – (pause) **Dispositions**

ODD – Our experience has been that having similar dispositions is a huge benefit. We are both constructivists and look similarly at students' learning processes. We know that these are varied and multi-dimensional and honor that in our teaching.

Announcer: Know the strengths of your partner

Inner ODD – Though our paths have come to the same place on the qualitative continuum, our backgrounds are somewhat different – One coming from a strong foundation in field research, the other, more comfortable in arts-based arenas. We have come to draw on each other's backgrounds and confidence points.

Announcer: Issues of Control and Consistency

ODD – We have become comfortable in not being in control. (And that's a big feat in our profession!) We have also realized that our world view is consistently shown with our students. Much like children, sometimes our graduate students want to divide and conquer, hoping that we will contradict each other or take the student's side against the other. Take for example the case of Manipulative Manny:

Manny: Hey Dr. P – what do you think about my putting my results in a comparative graph and showing frequency counts to show validity.

Stage Manager: Remember, this is a qualitative class (in a whisper)

Dr. P: Well, first of all the word validity is foreign to my ears. Secondly we are not comparing anything here; third, you are not in the correct paradigm, my friend.

Stage Manager: Manipulative Manny immediately approaches Dr. S.

Manny: Hey Dr. S – what do you think about my putting my results in a comparative graph and showing frequency counts to show validity.

Dr. S: Did you say validity? Oh my goodness! And are you doing a comparative study? That's not what you proposed! That is not part of the comparative paradigm and not of our worldview.

Stage Manager: Manny skulks off in a huff!

Manny: They are conspiring against me, ODD professors!

ODD: – We maintain consistency to the paradigm and consistent to each other.

NOD: Okay, I'm about sick of all this flowery, touchy feely stuff! Someone needs to be in control somehow! Control is what makes our universities great! Research 1 and all that stuff...

Inner ODD: We don't know, we think that building a trusting environment is more important. Allowing your students to venture and grow through mutual interest and trust.

NOD: Oh for goodness sakes!

ODD: Respecting space, ideas, histories, admitting weaknesses, building on the strengths, allowing for professional courtesy, open communications – these are all part of our behavior with and toward each other and our students.

Stage Manager: You talk about trust… Did that lead to any professional growth?

Inner ODD: Absolutely! We sought other avenues for affirmation and new information! Together we sought out workshops, books, different Arts-Based platforms – we strengthened our knowledge and also strengthened our resolve. We had to climb out of some pretty sturdy boxes, some self-imposed (pause) others super-imposed.

NOD: *Self imposed???*

ODD: Well...When I first entered the academy, it was difficult to get students and faculty to take impressionistic work seriously. It was as if everyone was traveling on a grid of neutrality where education was reduced to schooling and positivistic notions were the only reality.

NOD: Humph! Well is that all?

Inner ODD: Well another part of me felt it was "against the rules" to do anything outside of the box. I thought sure that the graduate school would throw an impressionistic dissertation right back at me.

NOD: Another part of you? Are you some kind of post-structural poet or something?

ODD: Well a little multiplicity in oneness isn't such a bad thing! After we started working together we stepped out ; took a few risks, and laid a new foundation – we stretched ourselves and let our students stretch as well.

Inner Odd: Before we knew it, we were answering those age-old curriculum theory questions of "What is Knowing" and "Who has the right to know." And we decided WE DID! And that our students did as well.

ODD: We started uncovering a lot of misinformation. Rules were not actually rules. Permission getting was not always necessary. When you are buried under lots of lies and misinformation, you have to figure out what is going on before you realize your voice has been missing.

NOD: Oh! So that makes YOU a methodological "expert"?

Inner ODD: Well I don't know that expert is what we are going for. We have had the opportunity to explore aspects of qualitative inquiry in such a way that we would like to share it with others and are now feeling confident to do so.

NOD: Confident or Cocky?

ODD: Well, I don't particularly like either of those terms. Perhaps we should say competent. And there are other competent colleagues out there who could share what they know! Desire is what is necessary for an academic to become a sound methodologist. It's not a matter of expert v. non-expert.

Inner Odd: For us, mentoring was a reciprocal relationship which elicited unexpected and dramatic results:

ODD: Such as the genesis of multiple paradigmatic changes within ourselves, our teaching, our students, and our department. We thought... (interrupted)

NOD: Oh no, not another story!

Dr. Mentor : Okay, then, how about a little bit of research first: Bess & Associates (2000) describe the goals of mentoring as "directed toward enhancing personal and professional growth through the development of [learner's] self-concept and self-efficacy efforts. ... to facilitate healthy interpersonal development in conjunction with learning encounters." (p. 135). Mullen (2005) speaks of the "alternative mentoring structure" (p. 37) whereby participants take "necessary and sometimes courageous risks... [who] eagerly pursue or attract creative attempts at reinvention." (p. 37).

Inner ODD: As our relationship deepens we realize that sometimes admitted strength and vulnerability isn't such a bad place from which to work. Weaknesses become strengths; weaknesses are clues to a gift on the flip-side; two are better than one. Talking out what we don't know; encouraging the other to seek; seeking together... we remembered the parts of ourselves that we had forgotten.

ODD: Writing narratives of re-remembering, we re-view each other; we re-view ourselves. And to our surprise we find that students are also re-viewing *our* life scripts:

Stan the Insightful: The two professors complement each other in terms of teaching style and in developing an extremely well organized, information rich,

aesthetically appreciative, supportive, and reflective course. **This class has absolutely been worth the 2 hour drive every Monday night.**

Sue the Enlightened: This was certainly a class where students can feel comfortable to ask questions and our encouraged to think outside of the box in terms of how they choose to present research findings and be reflective in conducting their own research. It is an environment where the professors know you and you get to know classmates.

Stan the Insightful: Most people will not do what you are doing because they do not want their colleagues to see their weaknesses.

Announcer: An interesting paradox? Strength emerging from weakness...

Dr. Mentor: Traditional views of mentoring are hierarchical. The mentor is the one-in-charge; the one that has it all-together; the one who transmits success.

Inner ODD: *Reciprocal* mentoring is much more than an information-giving, acclimation-producing type of arrangement. It is more than providing tips about working around difficult administrators or understanding operational policies.

ODD: Reciprocal mentoring is a process of self-discovery; it is an interactive book for others to read and re-interpret their own life scripts.

Parker Palmer: We teach who we are.

Inner ODD: As students view our work, both inner and outer, we hope they feel released to open themselves to opportunities that call their names. What we found in the reciprocal mentoring process was that we discovered each other and re-discovered ourselves; (pause) after years of negotiating a maze of bureaucratic imposition.

ODD: Beauty from ashes.

Inner ODD: Plus, it allows us an outlet to write what we are living. As new selves emerge, new avenues for exploration in writing take place. We enjoy the interactive interviewing process as it allows us to go places we would not expect to go and we sure don't want to miss!

ODD: Rather than *re*-search, we prefer to *re*-vision, drawing from our own inner world.

Parker Palmer: Our deepest calling is to grow into our own authentic self-hood, whether or not it conforms to some image of who we ought to be. As we do so, we will not only find the joy that every human being seeks – we will also find our path of authentic service in the world.

Inner ODD: We continue to grow, as individuals and as a team.

ODD: We grow for ourselves, our students, and our profession. That is our authentic service to the world!

CONCLUDING THOUGHTS

When we began pursuing the idea of team-teaching a graduate level course in Constructivist Methodologies we did not consult nor did we investigate what

"research says" about our proposed instructional method. There is plenty of it. Books and articles abound about the benefits and drawbacks of teaming for instruction. Beggs (1964) compiled an edited volume of educators in the 1960's who saw team teaching as an answer to the criticisms and challenges that were posed by "contemporary demand for quality education" (p. 5). Their ultimate hope (much as we are experiencing over 45 years later) was that "Real improvement (in schools) can come from original uses of scarce human talent, precious time, and new methods," (p. 6). Blair & Woodward (1964) went so far as to indicate that team teaching would be in place in 3 out of 10 elementary programs by 1965 (as NEA's Project on Instruction forecasted) (p. v). Davis (1966) surmised that teams of teachers could facilitate improvement of instruction through "better utilization of staff; greater flexibility in grouping, scheduling and use of space; and, facilitation of multiple levels of groupings for instruction," (p. 12).

Over 50 years of educational reform and research on teaching and learning has yet to penetrate the realm of post-secondary education. As we reflect on teaching collaboratively we draw from our past experiences. We view the world (of the university) a bit differently from the model that has been in practice for centuries. We go back to our feminist pedagogical approaches to gain strength, confidence, and commitment in what we do and what our students do. "The co-mentoring or collaborative structure of learning focuses and mutuality and value of interdependent, reciprocal learning that challenges assumptions about hierarchy, rank, and status—and, consequently, who is "teaching" and who is "learning" (Mullen, 2005, p. 73). Our reciprocal mentoring through team teaching has allowed us the beauty of teaching about learning and learning about teaching. If only for one brief moment in time, with a handful of students. ...

Discussion Points

As you consider your own teaching and learning consider the following questions:

1. How has your own learning about teaching and teaching about learning been bolstered by the influence of another person – be he/she an administrator, faculty member, staff member, or student – and how has his/her learning about teaching and teaching about learning been bolstered by your influence?
   A. How was the relationship a reciprocal one?
   B. How did both of you benefit and value the collaborative relationship?

2. What barriers do you see in your own teaching/learning environment that must be negotiated before you could embark on a team-teaching/reciprocal mentorship arrangement? How might these be overcome?

   A. Are these barriers real or perceived? If perceived, how might you negotiate your own thinking to open the pathways to collaborative teaching/mentoring? If real, how might you rationalize to your colleagues pathways to realizing the benefits of collaborative teaching/mentoring?
   B. What are you willing to "let go of" and what are you willing to share as a member of a team-teaching/reciprocal mentorship relationship?

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MONICA F. COX, JIABIN ZHU, CYNDI LYNCH

PURDUE UNIVERSITY

STEPHANIE G. ADAMS

VIRGINIA TECH

15. ALIGNING THE PH.D. AND MENTORING EXPERIENCES OF U.S. UNDERREPRESENTED MINORITY STUDENTS IN ENGINEERING

INTRODUCTION

According to the American Society for Engineering Education (ASEE) (2010), in 2009, 55.1% of doctoral engineering students were foreign nationals, and 44.9% were domestic students. Of these domestic engineering doctoral students, 65.7% were white, 14% were Asian-American, 5.2% were Hispanic, 4.4% were African-American, 9.7% were unidentified, and 1% were classified as other (i.e., American Indians, Hawaiian/Pacific Islanders, and two or more combined groups). Between 2001 and 2009, the percentage of minority students enrolled in doctoral degree programs has remained relatively flat over time with slight increases in the percentage of American Indians, Hawaiian/Pacific Islanders, and students identifying themselves in two or more groups (classified collectively as other) receiving degrees (2.3% increase from 2001 to 2009) and decreases in the percentage of white students obtaining doctoral degrees (3.1% decrease from 2001 to 2009) (Figure 1).
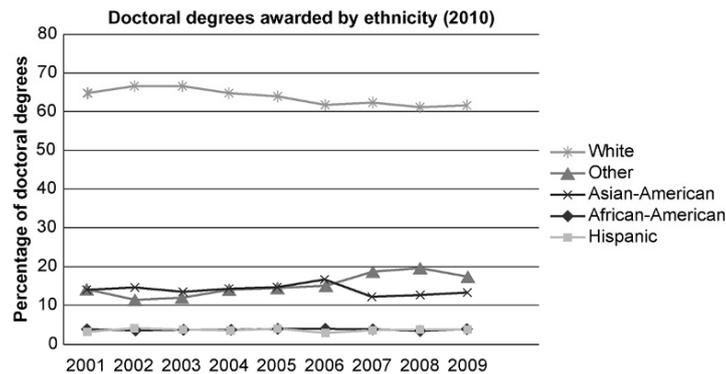
Doctoral degrees awarded by ethnicity (2010)

Table 1 displays an additional breakdown of enrollment data and data about the number and percentages of degrees awarded to domestic students by ethnicity and gender. Included in this table are numbers of non-URMs as defined within engineering disciplines (i.e., White males, White females, Asian American males, and Asian American females). In 2010, the total number of URMs enrolled in engineering Ph.Ds. programs were 3,502 students, and the total number of URMs who graduated with engineering Ph.Ds. were 427 students. Of particular interest within the URM data is the high percentage of Hispanic female and American Indian female graduates in 2010 compared to the number of Hispanic and American Indian females enrolled in engineering doctoral programs during that same year. An exploration of such trends across males and females across ethnicity annually is needed to see if these trends continue in the future.

	Engineering Doctoral Enrollment by Ethnicity and Gender (2010)	*Engineering Doctoral Degrees Awarded by Ethnicity and Gender (2010)*	*Percentage of Doctoral Students Graduating within a Selected Group*
Hispanic Females	432	149	34.5
Hispanic Males	1251	66	5.3
American Indian Females	19	5	26.3
American Indian Males	87	12	13.8
Asian American Females	1174	173	14.7
Asian American Males	2899	373	12.9
African American Females	455	57	12.5
African American Males	883	113	12.8
Hawaiian/Pacific Islander Females	15	2	13.3
Hawaiian/Pacific Islander Males	38	3	7.9
White Females	4014	567	14.1
White Males	15358	1997	13.0
Two or More Race Males	248	15	6.0
Two or More Race Females	74	5	6.8

Table 1. Number of Domestic Engineering Students Enrolled in and Graduated from U.S. Engineering Programs (ASEE, 2010)
http://www.asee.org/papers-and-publications/publications/college-profiles/2010-profile-engineering-statistics.pdf

Given the low numbers of URMs in doctoral engineering programs in the U.S., it is important to address some of the challenges facing this group of students.

Among these challenges include decreasing numbers of URMs at the Bachelor's and Master's engineering degree levels, the need and opportunity for URM engineering students to obtain jobs immediately after receiving the Bachelor's degree, Brown (2000) reports that within engineering disciplines, minority students, without adequate funding, are less likely than other groups to complete their doctoral degrees in a timely manner and are less likely to obtain a research assistantship (RA) during their graduate experiences compared to their majority or foreign counterparts (Nettles & Millett, 2006). Other hindrances to underrepresented students entering advanced engineering programs and pursuing academic careers in engineering may be a lack of exposure to science and an absence of minority role models (Brown, 2000), limited knowledge about graduate school and the possible opportunities a Ph.D. can afford them, and biases toward minority students from faculty members or reluctance of faculty members to invest time and money into minority students (e.g., faculty preferences to hire students with advanced computational skills such as those found in older, foreign-born international students.)

To highlight some of the potential issues facing URM students in engineering, the authors will focus primarily on issues of mentoring for URM students within this chapter. Empirical findings from interviews with a select group of engineering students enrolled at one of the top degree-granting institutions for engineering doctoral students in the U.S. will be presented in this chapter to expand conversations about the roles of mentoring in the lives of students who are often isolated in some way within engineering doctoral programs. This chapter also will provide an overview of the benefits of mentoring and will offer suggestions for implementing mentoring practices among URM students in engineering. These suggestions will be framed around some of the major issues identified by a group of domestic engineering Ph.D. students (primarily URMs) who were asked to identify issues related to mentorship.

BACKGROUND

The roles of mentors and the benefits of a mentoring relationship have been studied in both professional settings (Roche 1979; Zey 1984; Burke 1984) and educational settings (Reskin, 1979; Bargar & Mayo-Chamberlain, 1983; Cesa & Fraser, 1989; Rose, 2003; Rose, 2005; Paglis et al., 2006). A seminal study by Kram (1983) identified that the assistance/guidance offered by a mentor can be categorized into "career help" and "psychosocial help." In higher education, examples of support provided by mentors related to career development can be guidance and advice on courses choices, collaboration in writing a research paper or a proposal, guidance about ways to give presentations to scholarly community, or providing the student access to vast professional networks in academia, industry and government. This type of mentoring enhances the professionalization of doctoral students, helps students create tangible academic results and research products, and facilitate their socialization into a scholarly community (Green, 1991). Examples of psychosocial help can be activities like counseling, role-modeling, acceptance, encouragement,

and friendship (Rose, 2005). Providing these supports is essential to graduate students' perceptions of graduate studies (Luna & Cullen, 1998; Tenenbaum et al., 2001), their self-images, and the development of competencies in graduate school (Chao *et al.*, 1992).

Multiple researchers have pointed out the essential benefits of a successful mentoring relationship in helping the adjustment and the retention of graduate students, in shaping their professional expertise, and in facilitating their career advancement (Campbell & Campbell, 1997; Healy, 1997; Shelton, 2003; Bell-Ellison & Dedrick, 2008). Meher et al. (2004) confirm that mentoring positively relates to doctoral degree completion. Additional benefits of mentoring relationships include the comprehensive growth of graduate students into independent professionals who acquire fundamental knowledge and skills, psychological and emotional supports, positive professional identities, career networks, and commitments to their fields (Wilde, 1991; Johnson, 2002; Berk, et al., 2005; Noonan, et al., 2007). Empirical findings also highlight mentoring as helping underrepresented students to prepare for academic careers and to overcome extra barriers in cultural adjustment (Redmond, 1990; Hill, et al., 1999; Lamb, 1999) given limited opportunities for these students to establish sound mentoring relationships with faculty members (Padilla,1994).

Such mentor-mentee relationships are some of the most important relationships in graduate studies outside of the traditional advisor-advisee relationships (Roberts & Sprague, 1995; Sprague et al., 1996; Healy, 1997; Bell-Ellison & Dedrick, 2008). A traditional mentor-mentee relationship is one in which a senior person assists a junior person in his/her professional and/or personal development (Thomas & Kram, 1988; Higgins & Kram, 2001). Examples of mentors could be an academic advisor in one's discipline, a faculty member housed in a neighboring department, or an industrial professional who works within a similar technical area. Such mentor-mentee relationships may affect not only the academic performance and research productivity of graduate students, but also their professional development and socialization into professional networks or communities. Moreover, a mentor-mentee has the potential to affect positively the research productivity and the professional development of mentors, who are often faculty or staff in a university setting (Johnson, 2003; Barnett, 2008).

Informal and formal mentoring activities greatly influence a variety of graduate students inside and outside of their academic lives. Mentors may provide a variety of support (e.g., cognitive, emotional, career, or social) to graduate student mentees. Such mentoring is valued, since domestic engineering graduate students encounter a variety of challenges such as transitioning from undergraduate-level to graduate-level courses (Austin, 2002) and becoming socialized to academic departments and new campus environment (DeFour & Hirsch, 1990). This is particularly true for URM students who may experience the "culture shock" of entering new settings where there are few people or look like them in their disciplines. Additionally, students are often unfamiliar with the norms of graduate education, thus limiting opportunities to identifying quickly similarities and differences in expectations between themselves and their advisors (Hill, et al., 1999;

Bell-Ellison & Dedrick, 2008). Graduate students also often lack necessary communication skills to build mentoring relationships between other faculty members and graduate students (Durkin and Main, 2002) and lack professional development opportunities that expose students to diverse career options in and outside of academia (Cox, et al., 2011). Moreover, for underrepresented minority students, there could also be "culture shock" of starting in these new settings where there is hardly anyone who looks like them in their academic area or in positions of authority. Therefore, meaningful mentoring relationships are particularly valuable in nurturing new underrepresented minority students.

THEORETICAL PERSPECTIVE

Within higher education, most faculty and students in universities are still practicing the traditional mentoring relationships in which a student works primarily with one advisor within his/her whole graduate education process. The needs of graduate students, particularly underrepresented ones, however, are multiple-faceted and can evolve as the student progresses. Therefore, these needs are most likely not satisfied by a single mentor. In fact, the practical needs of graduate students require them to be exposed to different mentoring perspectives representing academic and industry, multiple disciplines, and varying levels of expertise.

In response to this need, there have been several measures proposed by researchers and educators to provide graduate students with diverse perspectives and mentoring help. These alternatives include engaging in a variety of formats informed from the experiences of multiple mentors (e.g., peer mentorship) (Kram & Isabella, 1985; Eby, 1997) or networking mentorship (Swoboda & Millar, 1986; Haring, 1997). Walker et al.'s mentoring model (2008) reflects multiple mentoring relationships and lies on the recreation of intellectual and psychosocial linkages between graduate students and faculty members through the implementation of five tenets:

(1) *Intentionality*- Encourages faculty to create opportunities to help students understand fundamental concepts, to share with them their own professional experiences, to facilitate students' learning, or to encourage their professional development in a variety of formats.

(2) *Multiple relationships*- Allows students to interact with multiple intellectual mentors instead of a single mentor or advisor. Establishing these varied relationships will help students in their academic progress or professional advancement.

(3) *Collective responsibility*- Holds students accountable by allowing a variety of stakeholders to provide guidance for the sound development of students via balancing of private mentorship relationships and group mentoring.

(4) *Recognition*- Acknowledges that mentoring is not something inherent but requires efforts and practice. Mentors are encouraged and acknowledged when they successfully apply mentoring principles.

(5) *Respect, Trust, and Reciprocity*- Constitutes a healthy environment that is important in facilitating the creation of collaborative relationships between students and mentors and the empowerment of both the students and the mentor.

Despite emphases on new models of mentoring, missing within literature are empirical details about how the ideas of multiple models of mentorship might be implemented within higher education to enhance the experiences of domestic engineering doctoral students. The next section of this chapter focuses upon a program in which a multiple mentoring model approach is applied among a sample of underrepresented engineering doctoral students enrolled in a Midwestern university.

PROGRAM OVERVIEW

This chapter summarizes lessons learned from the authors' assessment efforts with several cohorts of domestic students from a program within a College of Engineering at a large Midwestern university. Although perspectives of students within this program might reflect some localized effects, these effects are minimized by the faculty that the overwhelming majority of these students did not attend this university as undergraduates and are not from the Midwest. Despite the possible limitation of working with these students, their insights will provide a foundation for deeper discussions of mentoring across larger pool of underrepresented minority engineering doctoral students.

This program is funded from federal support for domestic graduate students in STEM and is particularly targeted to first-time engineering graduate students with interests in obtaining engineering Ph.Ds. Implemented in fall 2009; this program incorporates a conceptual framework based upon Walker et al.'s (2008) multiple apprenticeship framework. To date, three cohorts of students have engaged in the program, which particularly targets students who are first-time engineering graduate students, have a minimum 3.0 undergraduate GPA, are U.S. citizens or permanent residents, and are likely to enhance diversity at the university. Many Scholars have obtained undergraduate degrees in small universities or minority-serving institutions. Each student participates in the program for two years and receives a fellowship of up to $10,000 based upon financial need. In this program, students are involved in monthly academic and social activities. We have six students in the first cohort, six in the second cohort, and seven in the third cohort. All of the students are either women or underrepresented student except one. As part of the evaluation for the program, students were asked about their understanding of mentoring and their mentoring experiences. From these responses, a deeper discussion of mentoring will occur later in this chapter.

DATA COLLECTION AND ANALYSIS

As an assessment of this program, we document field notes on regular program meetings and collect artifacts, such as learning activity sheets or deliverables. For example, we asked students to submit their individual developmental plans, which included an elaboration of areas they would like to develop more throughout the graduate studies and the kinds of evidences they will provide for this development. Also, we conducted one-on-one semi-structured interviews with five students in the first cohort who volunteered to be interviewed by members of the assessment team in an effort to understand their experiences about graduate school and their mentoring experiences. All of them are either women or underrepresented students. This study was approved by the university's Institutional Review Board (IRB), and a subset of protocol questions asked to students include the following:

(1) Could you please give a description about mentoring support(s) you obtained in your graduate studies?

(2) Could you please give a description about mentoring support(s) you obtained through the program?

(3) Among these mentoring support/interactions, what kinds of support do you value most, and why?

(4) Is there anything that needs to improve in your mentoring experiences or interactions with mentors? How?

One of our monthly workshops was designed to help students in their transitions to graduate school in the area of mentoring, specifically, (1) to understand the benefits and roles of mentoring in graduate school, (2) to help students identify mentors with positive characteristics, and (3) to prepare students with positive characteristics of good mentees. In this workshop, there were seven students who were either women or underrepresented students. They were asked reflective questions concerning the above-mentioned three aspects. Results summarized from these artifacts were included in the findings.

Data analysis was based on triangulation of the above-mentioned data sources. Researchers extracted multiple themes that related to mentoring. Overarching research questions ask, "What are the functions/roles of mentors pursued by graduate students in this program?" and "What are the characteristics of mentors or mentoring practices valued by the students in this program?" Major themes and findings are listed in the next section of the chapter.

FINDINGS AND RECOMMENDATIONS

Assessment efforts about URM students' expectations and perceptions of mentoring, which were informed from analyses of field observations, artifacts, and one-on-one interviews, provide an overview of students' understanding about roles of mentors and mentoring relationships, their experiences with different mentors,

and the positive characteristics or mentoring practices valued by these students. The next section explores these three themes in greater depth, and later sections will provide recommendations about ways that mentoring effects might be enhanced for URM engineering doctoral students. Additional information about students' responses beyond what is mentioned in this chapter can be found in Zhu et al. (2010).

Benefits of Mentoring

In one of the monthly workshops offered to provide professional guidance to the fellowship students about mentoring, the research team asked students reflective questions about the benefits of mentoring and the characteristics of a good mentor. Nearly all our participants (7 students) suggested that networking was one of the most important benefits of mentoring. Examples of these benefits included building relationships, obtaining and exchanging information, working with those willing to help students develop, building community, and connecting with more people.

This aspect was also prominent in interviews with students (Zhu *et al.*, 2010) who talked about the major benefits of having mentors from this program who were faculty members outside of their engineering disciplines. This was especially important, since most of these students graduated from minority-serving and small institutions. Mentoring initiatives in the program required them to expand their networks via the intentionality of the activities.

Other benefits of mentoring as identified by program participants include increased research and academic skill development, career guidance, introduction to new or unknown opportunities, decision-making skills, refocusing of priorities, and service as role models.

Recommendations and Corresponding Activities Related to Mentoring Benefits

(1) Mentors should create formal networking opportunities for URM students. When students first enroll in engineering doctoral programs, it is important to frame networking opportunities around academic and nonacademic concerns. From an academic perspective, disciplinary mentors can familiarize students with departmental resources and local networks, professional societies, external disciplinary contacts, and additional resources associated with students' areas of specialization. From a nonacademic perspective, mentors who are not directly affiliated with a student's discipline can provide a student with connections to professional resources (e.g., on-line mentoring sites or campus writing labs).

(2) Mentors should facilitate introductions to possible contacts. Since many students may not be familiar with the process of networking, a mentor might connect URM students to new contacts virtually or face-to-face. Face-to-face mentoring might occur via disciplinary conferences, workshops, or seminars. During these interactions, mentors can contact a speaker prior to the

conference and can make him/her aware of the possible interaction with the student. Virtual mentoring might occur via e-mail introductions between students and potential contacts. This could require mentors to provide details about why he/she thinks that this connection might be beneficial for both parties and how this relationship might develop over time.

(3) Mentors should be available to provide on-going feedback as students engage in networking opportunities and experiences. Although mentors can provide initial opportunities for students to connect with new networks, they need to provide ongoing feedback to students about how they are networking with their mentors. During these meetings, students share with their mentors formal information about the new contacts they have made along with future strategies for connecting to other contacts or mentors. Mentors who are connecting students should encourage URM students to diversify their contacts so that they relative to characteristics such as age, gender, race, and ethnicity.

Valued Characteristics & Mentoring Process

Based on our field observations and one-on-one interviews, mentees' valued characteristics include the approachability or accessibility of a mentor (Zhu, *et al.*, 2010). In the program's mentoring workshop for students, we found that students valued mentors who were willing to share their past experiences, including both the positive and the negative moments in their professional lives. Such sharing was valued by the mentees and served as a bridge between mentees and program mentors.

Besides being approachable, another highly valued characteristic of the mentees was good communication skills by the mentor. Good communication skills, including good listening skills, play a significant role in the mentee-mentor relationship, provide a good conduit for mutual sharing of opinions and experiences, and establish a valuable platform for a mentoring relationship to flourish.

Other characteristics of mentors valued by our participants include the following:

- Being kind, caring and having the mentee's best interests in mind
- Being responsible
- Being trustworthy and dependable
- Being open-minded
- Being patient
- Being empathetic
- Relate to a mentee on multiple levels
- Discerning what the mentee really needs to hear
- Challenging mentees' views
- Facilitating a wide range of connections for mentees
- Demonstrating knowledge

Recommendations and Corresponding Activities Related to Valued Characteristics and Mentoring Practices

(1) Mentors should identify informal time to talk to students. Although faculty are often busy with academic responsibilities and might view mentoring to be a time-consuming service responsibility, it is important for mentors to clarify the boundaries for developing an informal relationship with students. After these boundaries are clarified, mentors should then work on developing a relationship in which they can honestly discuss the positive and negative aspects of their experiences along with ways to solve any problems that students are having. By having such conversations, students might view their mentors as first point-of-contact when they transition to engineering doctoral programs.

(2) Mentors should provide honest feedback to mentees about their current experiences so that students can maximize their academic and nonacademic experiences. One of the potential benefits of a mentor-mentee relationship is an opportunity for a mentee to obtain constructive, honest feedback about his/her experiences in graduate school. Once a relationship has been established between the mentor and mentee, students can use feedback from their mentors to plan future activities and opportunities and to proactively pursue activities that will support their academic and professional development.

(3) Mentors should provide a "safe" environment for students to share information about their positive and negative academic and nonacademic experiences. Although mentees might share personal information with a mentor, the mentor does not have to serve as a counselor if he/she does not feel comfortable doing so. Rather, the mentor might work closely with a student to identify appropriate counseling, cultural, or professional development resources that are available on campus. One of the strengths of a mentor is recognizing when he/she does not possess necessary answers for students. In this case, a mentor might help a student to expand his/her horizons by seeking additional mentors, contacts, or resources.

Positive Characteristics of Mentees

A third activity in our workshop was to reflect upon the positive characteristics of good mentees. For our analysis of the artifacts from the workshop, the quality of being a good listener was highly valued by most of our students. Within interviews, students identified the need to understand positive characteristics of mentees and admitted that they were not sure how to be a good mentee, which can be an obstacle in establishing a meaningful mentoring relationship.

Besides good communication and listening skills, other valued characteristics proposed by our students include:

- Ability to weigh the pros and cons of advice
- Ability to pick the right mentors for different areas of development
- Ability to apply good advice
- Taking initiative
- Being hardworking
- Being honest
- Being empathetic

However, we did notice that we did not obtain as rich information as we had for the first two activities. Our findings suggest the need to raise the awareness in our students of these highly valued skill sets of mentees. There are several resources discussing the positive characteristics of mentees, including personal traits and behavior patterns. For example, Johnson and Huwe (2003) in their book, *Getting Mentored in Graduate School*, compiled a list of positive qualities of mentees valued by mentors. In addition to the ones listed above, other characteristics sought by mentors include commitment to the mentoring relationship, being open-mined and teachable, possessing planning and time management skills, being willing to take constructive criticism, being flexible, being patient, and taking initiative. Based on this finding, different measures are needed to train our students in developing these characteristics. For example, possible workshops or seminars can be designed and developed to coach students in the area of time management and strategic planning.

Recommendations and Corresponding Activities Related to Positive Characteristics of Mentors

(1) Mentors should work with students to help them to identify the positive characteristics that they might expect from their mentors. Using resources that highlight positive characteristics of mentoring, students might talk to mentors about the most important academic and nonacademic traits that they look for in mentors. Once they have identified these traits, they might begin to map these characteristics to individuals they know or would like to know. Once they have mapped this information, mentors can identify internal or external contacts who might be available to fill any mentoring gaps that students have identified from their initial list.

(2) Mentors should engage students in conversations about how they might develop the positive characteristics that they have identified in their potential mentors. Once students have engaged in conversations about the positive characteristics that they would like for their potential mentors to exhibit, they can talk to their mentor in more depth about ways that they can develop these same characteristics in their own lives. Using formative feedback, a local mentor can help students to revise their lists and to develop more detailed strategies for professional and academic development.

(3) Mentors can help students to develop long-term mentoring expectations. Since mentoring does not end in graduate school, students need to develop lifelong strategies for continuous engagement in effective mentoring practices. Graduate school mentors might engage in in-depth conversations with students about ways that they can map their long-term individualized development plans to mentoring that they will need to get to reach their desired goals. Such planning will emphasize to students the importance of creating formal strategies when planning their academic lives.

CONCLUDING THOUGHTS

As seen from national data noting the relatively low numbers of URMs pursuing engineering doctoral degrees, efforts are needed to address possible concerns of these students are they pursue their advanced degrees and as they become socialized in majority environments. Although a direct mapping of underrepresented faculty mentors in engineering to URM students might be an ideal way to increase the recruitment and retention of URM graduate students in engineering, given faculty's focus on their own research and professional development and the high service expectations of institutions for these faculty, this option is often not realistic. Also, although national models of mentoring for URM graduate students exist (e.g., the National Consortium for Graduate Degrees for Minorities in Science and Engineering (GEM); the Compact for Faculty Diversity; and the Alliance for Graduate Education and the Professoriate (AGEP) program), elements of each of these programs cannot be replicated on every college campus in which URM engineering doctoral students are enrolled. For this reason, the authors suggest various ways that mentoring for such students may occur on campus given diverse resources and support systems available for students on these campuses.

Using Walker et al.'s (2008) multiple apprenticeship model and other empirical findings to inform the creation of recommendations, the authors present suggestions for engaging underrepresented minority students in possible activities that might advance their development and increase the likelihood that they will graduate in a timely manner. Recommendations provided in this chapter might provide initial strategies for majority and minority faculty to mentor URM students. Via these mentoring efforts, students can identify new strategies for engaging in conversations about possible academic and personal challenges that they may face during their graduate programs. In addition, they may identify faculty who are comfortable praising and confronting them as needed.

ACKNOWLEDGMENTS

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SALLY MCMILLAN AND MARGARET A. PRICE

TEXAS TECH UNIVERSITY

16. THE TWELVE STEPS OF ACADEMIC ADOLESCENCE

Our Autoethnographic and Archetypal map Through Academia

> "It is our journey inward that leads us through time—forward or back, seldom in a straight line, most often spiraling" (Eudora Welty).

Prevalent throughout Western literature and culture, the journey motif weaves its way through tales of human growth—stories which grapple with the processes of how people come to be and to know. The most pervasive cultural understanding of the human quest emerges from Joseph Campbell's summation of the archetypal monomyth, which centers around a young man who leaves home in search of adventure (Moore, 1997, p. 34; Tyler, 2001, p. 1). Deeply entrenched within this American cultural storyline, many expect their lives to unfold as that of an archetypal hero's—as neatly linear stories of individuation. Spectres of reality—recurring life lessons and challenges—raise their contradictory heads but are often ignored; for after battling fear and uncertainty in adolescence, we naively choose to look forward to entering new adult phases with increasing levels of wisdom and confidence.

As academic women, we were familiar with research from the late twentieth century that highlighted the tendency of women to mature and to grow within relationships, rather than through separation (Gilligan,C. 1990, 1992, 1998). And we were also aware—at least cognitively—that academic "success" necessitated a degree of separation, a measure of competition. However, an awareness of personal and professional disconnects does not necessarily prepare one to navigate academic waters when seemingly calm surfaces hide jagged, moving–even torrential—worlds of shifting shapes and shadows—experiences contributing to a phenomenon that we now recognize as Academic Adolescence.

NAMING OUR REALITY

> "Everywhere I look I see institutions that are depriving large numbers of people of their identity so that a few people can enhance theirs" (Parker Palmer).

In Through the Looking Glass: Our *Autoethnographic Journey through Research Mindfields* (McMillan & Price, 2010), we described the disillusioning effects of working within departmental structures that promote an "authoritarian class." What was especially disorienting about this arrangement were the underlying assumptions that the status quo's perceptions of "real" scholarship and positivist knowledge paradigms comprised inarguable academic "norms;" as did traditional roles and labor distributions throughout our college. Restricted by a multiplicity of time consuming, service-oriented responsibilities, those—such as ourselves—who were outside of the "norms" were denied a context for full professional growth. Much to our chagrin, we had become the proverbial "good girls," who "held things together," who "did as they were told." Recognizing our condition and reshaping our ways of being within our inherited academic structure involved unexpectedly intense levels of disillusionment, confusion, and angst, – much akin to a second adolescence. Reminiscent of Joseph Campbell's (as cited in MacKethan, 1990) presumptive explanation that women in archetypal tales were not a part of quest stories because they were "in the home," we found ourselves bouncing against the rather inflexible walls of a culturally imposed and deeply entrenched *Academic Adolescence* (McMillan & Price, 2010).

Having successfully negotiated our way through the professional maelstrom resulting from our recognition of and decision to leave "adolescence" behind by teaching constructivist research classes and valuing our own and others' voices, we saw the need to further understand this second adolescence we had finally recognized and named. However, much like any individuals enmeshed in a network of dysfunction, there are days when we must remind ourselves of what we have learned in order to continue on healthy journeys.

Perhaps constructing a set of guideposts, much akin to the Twelve Steps or Traditions of Alcoholics' Anonymous, would be of practical use. We knew that if a dysfunctional structure had impeded our professional growth and denied our personal identities, then the same thing must be happening to other academics, and in particular, to women. What steps or traditions could we glean from our journey, and better yet, from the journeys of others? Much like archetypal "heroes" who return to their communities bearing hard won gifts, we did not wish arrive empty handed. The need for twelve guideposts (or whatever number emerged, disappeared, was edited or later deconstructed) was clear. As Gerda Lerner's (1994) excellent history *The Creation of Feminist Consciousness: From the Middle Ages to Eighteen-seventy* reveals, women throughout the centuries have lacked female "shoulders to stand upon," even when navigating what should be familiar territory. We wondered: "Do the women in our research classes face similar fears and frustrations within their academic journeys? What characteristics do they want from an academic, from a life mentor? What archetypal characteristics or mentoring stories would serve us and others well?

At the end of the chapter all tasks have been divided by topic for an easy check-list of skills and experiences needed to meet the NCATE standards for student teaching.

OUR METHODOLOGICAL JOURNEY

As a natural progression of our previous auto ethnographic work (McMillan & Price; 2005, 2010) we are continuing a methodological stance utilizing narrative formats and performativity. "Our theoretical framework mirrors our self-narratives. Bateson wrote that "our species thinks in metaphors and learns through stories" (as cited in Clandinin & Connelly, 2000, p. 8). Because we are looking at our journey and the journey of others, a performative autoethnography provides a space for ourselves, our participants and our readers to deconstruct the meanings we and they report in potentially transformative ways. Opening up such spaces becomes especially important in light of our desire to continually reshape our lives and to provide others in similar contexts spaces to reshape theirs'. In particular, performative storytelling allows us to participate in an "on-going exercise of individual and community agency."

Due to our utilization of the journey metaphor as a vehicle to unpack the identity formation of ourselves and others, we opted to rely on archetypal literary theory as a framework for our methodological meaning making (Moore, 1997; Pearson, 1998)). In particular, we integrated Campbell's summation of the archetypal journey and his descriptions of six heroic character prototypes within our interviews and subsequent theorizing.

Gathering Our Participants and Their Perspectives

The information gathering process began when we first assembled as a class in August. Our students' first exercise was to identify the real "elephant in the room" by verbalizing, synthesizing, and organizing their collective "Fears of Research/Graduate Study". We agreed that this activity might provide us with a basis to see where our students were experiencing fears, doubts, and paradoxes. Their second activity was to create a "Contextual Biography" which was to be shared by all class members. Sally and Peggie posted our contextual biographies as well. This document was to chronicle their individual journeys to and through graduate study so far, highlighting epiphanies they had experienced along the route, but mostly to give each other some perspective of our lives and work. We also utilized the course "Final Self Assessment" which asked, primarily, where they had come so far in their journey and what aspects of our time together might have helped them in negotiating their routes.

From our student group, we identified a purposeful collection of women participants who reflected a variety of ages, experiences, and cultural backgrounds. We selected four women with whom we conducted semi-structured, interactive interviews. Based primarily on their schedules, we arranged to interview the women in pairs with the hope that fuller conversations would emerge among two interviewers and two participants, than within four separate two-to-one scenarios. In our interviews we asked the women to speak about their lives, their work and their experiences in graduate school thus far. Following these discussions, we conversed about their understandings and past experiences with archetypal theory and them provided them with a list of brief written descriptions of the six prototype

characters within Campbell's heroic cycle. After allowing for time to read the descriptions, we asked them to share with us if any or all of the characters resonated with their particular life journeys. The descriptions printed below guided our discussion:

1. Innocent – pre-fallen state
2. Orphan – a state of disillusionment accompanied by feelings of confusion
3. Wanderer – seeking
4. Warrior – fights injustice, tendency to work toward creating the world in his/her own image
5. Martyr – self-sacrificing, duty driven
6. Magician – all is well, works through love

After discussing their archetypal self-perceptions we asked them to describe a person and/or characteristics that reflected what they would desire from a life/academic mentor.

Themes coded from the interviews were triangulated with the participants' contextual biographies (written as part of a class assignment), their final course assessments and our own (Peggie & Sally) interactive interviews. Modeled after examples offered by Carolyn Ellis (2004, 2009), the series of interactive interviews we conducted, not only provided us with further clarification of our academic journeys and understandings of our personal identity formation, but they also proved to be therapeutic in nature.

Reflecting the work of Ellis, we found that interactive interviewing " is a more self-conscious, collaborative process than reflexive one-on-one interviews" (p. 64). We hoped to illuminate our own perspectives so that we could allow collaborative introspections with our participants. Having known each other and written with each other for nine years, we found that our abilities to read both the self and other have become paradoxically more comfortable and sharper over time; with heightened trust, we were better able to explore our mutual stories at a multiplicity of levels. And as we incorporated aspects of Campbell's journey frameworks into our discussions, deeper understandings of who we were, are, and are coming to be emerged. In particular, we came to see some of the contradictions, dichotomies, and illusions that had both tangled and propelled our paths as university professors.

THEORETICAL EXTENSIONS: PARKER PALMER AS EYES FOR THE JOURNEY

At the heart of most of the obstacles that both we and our students have navigated within Academia is what some have termed as the Myth of Objectivity (Palmer, 1983, McMillan & Price, 2010). Having discovered that the educational theorist Parker Palmer has written extensively on this "myth," as well as other topics related to identity and academic life, we also drew from his writings to construct a theoretical framework from which to perceive and make meaning of our journeys. At the center of the objectivity myth is an assumption about the nature of knowledge and how it relates (or does not relate) to individual and community knowledge and identity construction. Reminiscent of Egon Guba's Paradigm Wars

(1990), Palmer writes in his classic work, *To Know As We Are Known: Spirituality As Education* (1983):

> In The myth of objectivity, which depends on a radical separation of the knower from the known, has been declared bankrupt. We now see that to know something is to have a living relationship with it—influencing and being influenced by the object known. Fritjof Capra says 'We can never speak of nature without, at the same time, speaking about ourselves…" (xv).

Both the spiritual and storied nature of Palmer's theory make it a "natural" companion to archetypal theory and to autoethnographic research. As Showalter (2009) writes, "even his most highly evolved political and social discourse finds its roots in questions and experiences from his own life" (p. 1). While not claiming to do so, Palmer's work embodies archetypal theory; shedding light through example on some of the ways, in which our journeys can unfold and be interpreted. In addition, his insights into academic structures, institutional change, and identity processes provided fresh perspectives from which to counter and/or to affirm our own interpretations of ourselves and others. As Palmer (1983) explains, "The communal nature of knowing goes beyond the relations of knowers; it includes a community of interaction between knowers and the known" (xv). Constructing an autoethnographic script, then, opened spaces for recognizing and employing identity formation through communal interaction.

Patterned after the three general stages of the hero's journey—the departure, the initiation and the call—we arranged the themes that emerged from our various data sources within three main Acts. An additional fourth act presents our gifts to the community, or Twelve Steps to Overcoming Academic Adolescence. Sprinkled throughout our script are the storied voices of theorists, literary characters and archetypes that are representative of the guideposts and archetypal mentors that both we and the four women we interviewed saw as pertinent for journeys through academia.

Act I or The Departure: The Myth of Objectivity

Storyteller: The genesis of a journey requires a shaking

The Chorus: Yes, one part discomfort, one part disillusionment

The Chorus: Like beautiful shoes that are just plain too tight….

Storyteller: Will I continue to hobble my way through life, or will I kick them off and try something new?

Journeywomen: (perky) Well, what about a knowledge and identity quest?

The Shadow: (dripping with sarcasm) Well isn't *that* a logical path! Can you explain to me how this plan of yours makes good sense economically?

Journeywomen: I want to be a better teacher, to learn things about myself.

The Shadow: It's been so long since you have been in school that you've probably lost some brain cells (pause; then points aggressively at someone in the audience). And you, you're too young! You need common sense to make this work!

Journeywomen: Hmmm….Well, I guess it would be kind of hard to fit in eight hours of work, cooking and entertaining my family, *and* attending to my own journey. I've never really done that before, so does it make sense to try some questing *now*? Is going back to school going to hurt me more than help me?

The Shadow: Yeah, that's a great question. You've been gone so long that you're probably going to have trouble learning academic language. I mean, do you really think you can handle research? Plus, there's a lot you don't understand about Academic culture….

Shapeshifter: Yes. Refereed publications, image-making, face time will be your new priorities.

Frick: But we're in education; I thought that teaching was supposed to be important. I thought we were supposed to be interested in the common good!

Shapeshifter: Oh, yes! That's our *stated* philosophy…. But professional success requires making a name for ourselves; it means affording others the opportunity to take care of work that would bog us down; impede our success.

Frack: There is something wrong with that statement. On the one hand, there are educational dispositions; on the other there are the Academy's demands. I'm not sure that they align…. I never noticed before, but my mouth has become really sore!

Frick: Well, that's what happens when you speak out of both sides of it. We've been operating within a long unrecognized false dichotomy—the proverbial elephant in the room. You've heard of the hidden curriculum? Well, we're enacting an unexamined professional script.

Storyteller: Please allow a brief, hushed pause as we enjoy an authentic moment. Dr. Pearson?

Carol Pearson: "Most of us are slaves of the stories we unconsciously tell ourselves about our lives. Freedom begins the moment we become conscious of the plot line we are living and, with this insight, recognize that we can step into another story altogether. Our experiences of life quite literally are defined by our assumptions. We make up stories about the world and to a great degree live out their plots. What are lives are like, then, depends on the scripts we consciously or, more likely, unconsciously have adopted" (17).

Storyteller: So, before we embark on this journey, let's examine this storyline or script we academics have been toting around. I could use a little conscious freedom. Shall we?

Frack: (To the Storyteller) You take the voice of an Educator's Disposition, and I'll be the voice of perpetual Academic Wisdom. There has got to be a way to make Education's storyline and Academia's inherited scripts align. Are they really so different?

Frick: Ok. Educators believe that teaching is important.

Frack: Academia says to attend to publications at the expense of teaching.

Frick: We promote an ethic of caring within our classrooms and amongst our colleagues.

Frack: Academia says, "keep the personal and the professional separate. If someone gets hurt, they should understand that it is just business." Who you are and what you know are two separate entities. Knowledge is separated from the knower; total objectivity is the path to real scholarship (a.k.a. Big T truth).

Storyteller: Thank you for that illuminating juxtaposition of contradictory values within colleges of education.

Frick: I wonder (pause); why *do* we honor academia's priorities if they are in such direct contrast to the dispositions we claim to promote in education? (interrupted by harp music and a shining light from above)

Palmer: Allow me to intervene for a moment. Perhaps it is our adherence to the Myth of Objectivity that is at the root of this confusion. "The root meaning of objective is 'to put against, to oppose.' This is the danger of objectivism: It is a way of knowing that places us in an adversary relation to the world. By this view we are not required to change so that the whole community might flourish; instead, the world must change to meet our needs. Once the objectivist has 'the facts,' no listening is required, no other points of view are needed. The facts, after all, are the facts. All that remains is to bring others into conformity with objective 'truth' "

Frick: It's as if we're trying to make the world into our own image.

Shadow & ShapeShifter: What's wrong with that?

Frick: When we look at knowledge as wholly separate from ourselves, when we stop listening to others, when we venerate total objectivity as the way to truth—even at the expense of others—

Shapeshifter: (interrupting) Well, no need to take things so personally. Business is business!

Frick: (continuing after interruption) It deforms our sense of ourselves and the world; we become dragons—albeit often mild mannered ones—leaving a trail of fiery destruction in our paths. Is our fairytale dragon a mercenary? Not always. It is expected that we will hop on the bandwagon, climb the ladder. But doing what I ought, instead of being who I am, produces a distortion that will eventually hurt others.

The Shadow: My, aren't *we* the drama queen…!

Palmer: "As time goes on, we are subject to powers of deformation, from within as well as without, that twist us into shapes alien to the shape of the soul"(2004, p. 58)

Storyteller: Perspectives become narrow. What's important, why we started the quest in the first place is overshadowed by a confused sense of objectivity, territorial currency and an isolating quest for power. And if you think *that's* dramatic, hear the words of Mary Shelley's modern Prometheus, Victor Frankenstein.

Frankenstein: "I doubted at first whether I should attempt the creation of a being like myself, or one of simpler organization; but my imagination was too much exalted by my first success, which bore me onwards, like a hurricane, in the first enthusiasm of success. A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me. For this I had deprived myself of rest and health. I had desire it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished and breathless horror and disgust filled my heart. Mingled with this horror, I felt the bitterness of disappointment; dreams that had been my food and pleasant rest for so long a space were now become a hell to me; and the change was so rapid, the overthrow so complete!" (42, 43).

Shape shifter: He should have gone to a teaching college!

Frack: Or, maybe he should have just gone about the whole thing differently…. But how do I do that? How do I equip myself to embark on that kind of journey? How do I help my students to do the same? How do we begin?

Storyteller: Fear, angst, self-doubts akin to adolescence plague the initial stages of any journey. But when shape shifters lurk about, things just get plain confusing.

Shape shifter: Hey, I am an integral part of academic culture!

Frick: We have uncovered old scripts, contradictory values; it's time to reshape them—to write a new story for ourselves, to begin our journey, to uncover our quest song—or maybe to rethink the one that we have been singing…. (Frick & Frack and the Chorus: break into song)

Frick & Frack and the Chorus: Break into *Putting on the Ritz*

Now, if you're new

And you don't know where to go to

Why don't you go – where research sits

Puttin' on the Ritz

Different types who say they

know your paradigm and try to sway

your mind with glitz

Puttin' on the Ritz

Dressed up in a lab coat with a ruler,

Makes you feel so valid and much cooler –

(Fool her, fool her!)

Now, if you find

that you're confused by

What constitutes a research niche

Puttin' on the Ritz

Join the club and find an avenue

That gets you pubs and gets

You through the mix

Puttin' on the Ritz

Storyteller: Our sincere apologies to Irving Berlin, 1929

Storyteller: Act II or The Initiation: Slaying Dragons through Negotiations with Self and Others

Frack: So how *do* we equip ourselves for this journey? How do we begin?

Frick: Well, first we have to recognize all of the hidden dragons—um—I mean false dichotomies from which we have been working. Lots of assumptions….

Storyteller: Like, a stellar research record should be promoted at the expense of effective teaching!

Mentor: An ethic of caring and emancipatory teaching philosophies cannot be paired with rigorous expectations.

Frack: Providing a critical education is a false ideal in the face of preparing teachers' for their "real" jobs in school districts. It is a matter of schooling vs. education. The assumption? Teaching education as a discipline is an unnecessary luxury; train teachers to promote the program du jour.

Journeywomen: "When that happens, not only do our teacher-hearts suffer in the paradox, but our students and our material whither when education cannot compete with the school."

Shadow: So many dichotomies, so little time! Why don't you stop your yammering and get with the program?

Frick : The first step to slaying a dragon is to uncover it. The imposition of false dichotomies is making me weary. I want to make room for creative solutions; to see my inner and outer worlds aligned.

Shadow: How idealistic!

Frack: I prefer to describe it as the calling of the archetypal Innocent. But it might make more sense to say that we want to work towards finding a third and better way.

Storyteller: Yes. Listen to the voice of Arozina Perkins:

Arozina: "I dreamed that I had three eyes-one new one in my left cheek just below the other…I looked in the glass, and thought about having the lashes pulled out, and sewing it up. Then I shut my old ones, and found that the sight was far more perfect, everything around me appeared in its true light and lovely beyond expression thro' my new orb…I speculated much upon it, and finally concluded that this accounted for my seeing things differently from some people, or in other words my being *visionary."* Kaufman (1984, 76).

Frick : It's Ok—even necessary–to dream. When Carol Pearson outlines her "heroic families, schools and workplaces," she portrays the Innocent, the dreamer, as one who believes in the world and themselves, has positive intentions, and one who has found a way for their inner and outer worlds to be in congruence.

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Frack: Dreaming is essential to life—even in Academia.

Storyteller: Our journeywomen all pointed to moments of archetypal Innocence as being the genesis of their quests. They also bemoaned Orphan moments, but saw themselves primarily as Wanderers and Warriors. All were willing to dream. It's dreaming that helps us to slay dragons, within and without.

Journeywoman: I've always been sort of a Wanderer, always searching. I am probably not a follower, but I like affirmation. I do feel the need to defend others.

A Quester: I've always been a Warrior, until I came to graduate school. I was completely lost. I went back to being an Orphan for a while.

Frick: What characteristics do our journeywomen want from an academic or life mentor? What archetypal characteristics or mentoring stories would serve them and others well?

Mentor: All needed mentors to help them move within and through their life paths, to transcend the dragons who threatened to block the way.

Storyteller: Relationships are important to or fellow questers; they all referred to family members when speaking of their life mentors. We heard tales of grandmothers, aunts, mothers and husbands. Each peregrine valued encouragement and inclusivity as it was demonstrated by their chosen mentors. Their "heroes" were all over comers. In particular, the women they admired had all embarked on quests, in which they did things uncharacteristic of women of their day. Each described a mentor who accepted her as she was.

Frack: Being accepted, respected makes all the difference. Would be dragons dissolve like smoke when our identity, our dreams are honored.

Storyteller: Mentors appear to be vitally important to negotiating the Academic Quest. We know what mentorship is, but what is *not* mentorship?

Frick: A mentor is *not* an artificially assigned faculty member who shares an area of academic interest. Sometimes it works; sometimes it does not. Mentors must be sought by the mentee and the two must have some common bond that connects them to each other. Our contexts are important, and if we ignore them just to "lead" someone a direction that "we" feel is right, that isn't mentorship... that's creating others in our own image.

A Journeywoman: An ideal mentor pushes you, cajoles you, takes you to those places of cognitive dissonance that allow you to stretch your imagination. She does not expect you to follow behind her like a lost puppy, but to walk beside her and explain your dissonance – allowing room for you to reason it out, to come to some resolution with which you can substantiate your reasoning.

A Quester: A mentor does not make you feel inadequate, but encourages you to seek your dreams. She does not want you as a future link in an educational lineage, but as a colleague who will contribute to the profession as an equal.

Frack: Knowing ourselves, uncovering dichotomies, maintaining dreams, positive relationships are the weapons we wield to flourish when unhealthy structures

threaten to block our growth–to send us into the tail spin of Academic Adolescence.

Frick: But it's easy to forget what you learn along the way. Uncovering the myth of objectivity and false dichotomies is vital, but it's not enough. We also have to take responsibility for the dragons that lurk within.

Storyteller: Act III or the Return: Taking Responsibility for Our Own Transformation

The Chorus: (in a nasal hospital intercom tone) Calling Dr. Palmer! (harp music and a shining light from above are sounded)

Parker Palmer: "Most of us can make a long list of the external enemies of the soul, in the absence of which we are sure we would be better people! Because we so quickly blame our problems on forces 'out there,' we need to see how often we conspire in our own deformation: for every external power bent on twisting us out of shape, there is a potential collaborator within us. When our impulse to tell the truth is thwarted by threats of punishment, it is because we value security over being truthful" (2004, 34).

Shape shifter: And you *should* be afraid of punishment! Be afraid—afraid that you won't be deemed scholarly by your colleagues, (with added vigor) *afraid* that you won't graduate, afraid that you won't get the holy grail (pauses with reverence) of promotion and tenure!

Storyteller: Is all of this fear necessary?

Frack: We have uncovered the deformations of false assumptions—false binaries—so that we can walk creatively—apart from stultifying fear. What about Arozina's third eye? You know, new ways of being and acting even when we are seemingly confined by narrow structures?

Storyteller: Listen to the voice of the long forgotten 19th-century American literary character, Hope Leslie.

Hope Leslie: Love can paint as well as fear, and from her shadowy regions imagination creates new "forms" or "new ways of seeing" (Sedgwick, 56).

Frick: So we can choose to take a loving creative stance, rather than a fearful limiting one that takes right back where we started.

Frack: Every day we must choose to remember what we have learned or we will remain in a state of Academic Adolescence, always remembering that there is so much more to learn. Sometimes a bit of temporary angst can be a positive thing.

Storyteller: Michele Serre's (1997) riverbank analogy captures how this works within the journey. Leaving the security of the riverbank, a swimmer must move towards a new unsupported place in the river's middle if she hopes to reach the other side. However, it is not on the opposite shore that she will experience the most growth, but during her swim across the river's unfamiliar territory. With old supports and standpoints out of reach, a new way of perceiving the world comes to be (7).

Frick: Our way out of angst is process-oriented, requires self-responsibility our own internal negativity. But transformation—that aligning of inner and outer worlds—also necessitates opening ourselves to community.

(Harp music and a shining light from above arrive—once again…!)

Parker Palmer: "Objectivism tells the world what it is, rather than listening to what it says about itself. Subjectivism is the decision to listen to no one except ourselves. But truth requires listening to each other, responding to what we hear, acknowledging and recreating the bonds of the community" (1983, 67).

Frack: An inner and outer balance is required in order to move within a truthful perspective that will not hurt ourselves or others. An inner or outer balance allows us to grow and bring others with us.

Storyteller: Warriors don't have to make the world into their own image; a balanced warrior / wanderer on her way to magician-hood promotes transformative possibilities. As Carol Pearson relates, it is possible to—

Carol Pearson: "Buckle down and study, but also to stand up for themselves and others. [When] treated with respect [academic questers] learn that they are important enough to act on their own power to change the world by standing up for their principles—[true] Magicians"(312).

Storyteller: Creative love, listening holds the potential to transform stultifying obstacles or assumptions—our academic dragons—that lurk without, but more importantly within.

Carol Pearson: "[Questers] want to find and express their genuine talents, their wisdom, and the full range of their humanity. This means matching people with roles that reflect their authenticity" (313).

Frick: As we have listened within, and listened without during this journey, we want to return from the whirling dervish of Academic Adolescence with guideposts for our journeys. Reflecting the archetypal hero who returns with gifts for her community, we offer twelve steps to ourselves and to our fellow questers:

1. Uncover unhealthy assumptions that block or distort your life paths. Recognize the contradictory value systems and false dichotomies that are alive and well in Academia (i.e. educational dispositions vs. academic expectations).
2. "The strongest evidence that we have a true self happens when we try to live as if we do not have one" (Palmer, 2004, 36). Our inner and outer worlds must have some congruence.
3. "We do not have to spend all or even any of our time trying to prove that we are OK" (Pearson, 91). Pursue work out of joy and passion. We are not defined by the number of articles we construct or the honors we receive.
4. Allow yourself and others "to find and express their genuine talents, their wisdom, and the full range of their humanity. This means matching people with roles that reflect their authenticity" (Pearson, 313).
5. Attend to your dreams. "The Wanderers journey helps free ourselves from worrying what others will think, and let's us embrace fully our own natures and our own journeys."

6. Listen within; listen without.
7. Every day we must choose to remember what we have already learned in order to continue on a healthy journey.
8. Sometimes a bit of temporary angst can be a positive thing. It opens the door for creative change.
9. "We need to see how often we conspire in our own deformation: for every external power bent on twisting us out of shape, there is a potential collaborator within us (Palmer, 2004, p. 34).
10. The fear that is pervasive in Academia is not necessary. When we find ourselves motivated by fear, we can choose love—and the creativity that emerges from such a choice.
11. Choose to be inclusive. Our fellow academic questers need encouragement and mentorship.
12. An authentic mentor does not expect you to follow, but to walk beside her.

Frick: Identifying ourselves within and through the process took a long time. Negotiating who we are and where we hoped to go was sometimes a very monotonous and grueling experience.

Frack: In our teaching and through our classes, we hope to help our graduate students have an affirming and confirming experience in their "seeker" mode. Eventually, we hope they will all, at some point in their lives and careers, be magicians of some sort. Although our steps are not always received by the intended, we hope that they will at least offer a way of "keeping perspective" through the journey.

SUGGESTED ACTIVITY FOR FACULTY MENTORSHIP GROUP

Storytelling Prep: What qualities have you most needed to succeed within your adult life and/or chosen profession?
Storytelling to a Partner: Tell a story that most exemplified those characteristics for you while you were growing up or during your young adulthood.

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STACY A. JACOB

SLIPPERY ROCK UNIVERSITY

DEBRA S. GENTRY

UNIVERSITY OF TOLEDO

17. WALKING INTO FIRE

Navigating Tough Topics in your First University Faculty Position

INTRODUCTION

Our discipline, higher education, draws upon other disciplines to build theory and inform practice. Academic areas that inform the study of higher education include psychology, sociology, anthropology, economics, gender studies, and ethnic studies, to name a few. Quite often in our classrooms, especially at the master's level, we teach subjects that involve learning about, and discussing, topics such as the social construction of gender, sexual orientation and identity development, religion, the impact of race and ethnicity on the college experience, oppression of minority groups, and socio-economic disparities among the classes. We refer to these as "tough" or "touchy" topics because they are often difficult for students to discuss openly and they also tend to breed a high level of emotional reaction such as anger, guilt, or plain disbelief. For the purposes of this discussion, tough, touchy, sensitive, or difficult topic-any topic that seems emotionally loaded, hard to discuss, or not part of "polite conversation." These topics can include, but are not limited to race, religion, gender, sexuality, and politics.

However, these are subjects that must be addressed if we wish for our students to understand basic cannons of knowledge within our field as well as to understand how college students are impacted by micro and macro forces in the United States. To fail to address such issues would leave our students underprepared for their future professions in student affairs or academia; however, mentoring junior faculty on how to address such subjects rarely happens. It is highly likely that in your first faculty position you will walk into what you think is a seemingly innocuous discussion and have a student in your classroom say something so argumentative that your stomach drops, your heart races, and you feel all the blood drain out of your body because you know in

that instance: 1.) much of how the rest of the semester will go depends upon what you say next and 2.) you feel unprepared and unsure if you have the right background to safely lead a class through such a discussion. As two new faculty members we definitely experienced similar feelings during our first few years. Our career paths in academia have followed similar trajectories with common experiences. We are both White women from the suburbs, (one from the Midwest, the other from the Southwest) who began teaching in our late twenties at a large Midwestern research university where we taught first generation and underrepresented minority students in a summer Bridge program and also taught a fairly non-diverse population of students in academic difficulty at the same institution. Later, we both took faculty positions at a research university in the deep-south where the population consisted of approximately 60% White students, 38% African American students, and 2% international students. Now, we are both tenure-track assistant professors at large research universities; one at a highly diverse, metropolitan university in the North, the other in medium sized city in the Southwest with a student population that is largely White (68%) or Hispanic (15%) and quite conservative.

Consider two of our collective experiences:

In our 3rd class meeting in our master's Diversity and Multiculturalism class the Dean of Students came to talk to the class about his experiences with racism in the South, and on our campus in particular. He shared with the class that students had come to him in the past and complained that some of the buildings on campus were named after leaders in the community, state, or region, yet these leaders were noted for being racist. In an anonymous writing that students turned in at the end of class that same day one student wrote, "I can't believe this is only our third class and we are talking about racism in the South. Why does this topic always have to be dug up AGAIN. I hope the rest of the class will not be like this."
Upon reading this comment, I thought, "Our whole class focusses on topics that are often controversial, and this student is already complaining. Now what do I do?"
(Debra, personal notes from a master's level class, fall 2010).
In a class on Student Development Theory, I began the chapter on gay, lesbian, and bisexual student development, before I could even begin discussion a student raised her hand and asked, "Can I be excused from the class without an absence, because my religion believes that this is a sin and I am not comfortable with this information." I stood there dumbfound for a moment thinking, "I can't believe she just said that."
(personal notes from a master's level class, fall 2009)

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Both of these scenarios actually happened and both of us felt ill-prepared to handle the situations at the time. In the following chapter we would like to share with you what we have learned about navigating "touchy topics" in the college classroom. Some of this has been learned through trial and error, or as we refer to it as "trial by fire" and some has been learned through reading or talking to other colleagues in our field. The guiding questions that provided the impetus for our inquiry began with the broad concepts of classroom climate and culturally sensitive practice and are as follows:

1. How have instructors in our past handled tough or sensitive topics?
2. What were the most effective strategies used in these types of discussions?
3. How do we handle conversations that get emotional or heated?
4. How were we able to create a space that lets students explore their own feelings and reactions and holds them accountable for their words?
5. How can mentoring early-career faculty impact teaching about these topics?

We begin this discussion by examining some of the relevant literature concerning mentoring new faculty to academe as well as theory on racial identity development and multicultural competence. Our narrative includes examining our own practice through an auto ethnographic lens while connecting it to best practice literature. We then provide some possible implications for our own future practice with the hopes it may be helpful to others experiencing similar challenges.

CONCEPTUAL FRAMEWORK

While there is not a specific set of literature that encompasses both mentoring and teaching touchy topics, there is helpful information on both mentoring and teaching within the Scholarship of Teaching and Learning (SoTL), a subfield within higher education. This chapter cannot provide a full literature review on either of these areas due to breadth and depth of information available; however it includes literature that we have found most useful in guiding us through our first faculty experiences and a jumping off point to begin your reading. The following section will address mentoring and teaching difficult topics separately.

Mentoring New Faculty

There are many ideas surrounding the best way to mentor new faculty. First, research findings are mixed, yet the majority of research suggests that voluntary participation in a mentoring program is key to successful mentoring (Kram, 1985) because if a junior faculty member has to be forced into a mentoring relationship it is not as likely to be productive. Second, best practices in mentoring (Tillman,2001) advocate for pairing the mentor and mentee if they have similar academic interests. Third, if possible Boyle & Boice (1998) suggest offering the mentor an extra stipend as incentive to work with a new faculty member as it takes time away from other duties. Wingard, Garman & Reznik, (2004) also suggest that junior faculty be given release time to take part in mentoring activities. Finally,

Kram's (2004) extensive research over a 20 year period argues that mentoring programs will only be successful when situated properly within the culture and context of the institution.

Regardless of the success of various mentoring models, mentoring of junior faculty is considered a key component "to a successful academic career, particularly for women and faculty of color" (Sorcinelli & Yun, 2007, p. 58). Faculty who report having a mentor, or mentors, indicate more career success and more support both emotionally and socially, than those faculty who do not have a mentor (Sorcinelli & Yun, 2007). Newer models of mentoring advocate for developing a set of mentors who help develop the new faculty members in different areas (de Janasz & Sullivan, 2004; Mathews, 2003; Sorcinelli & Yun, 2007).

These new models do not assume that one person alone, the mentor, is responsible for the career development of their mentee rather, more recent models consider the importance of a "broader, more flexible network of support… In this model, early career faculty build robust networks by engaging multiple 'mentoring partners' in non-hierarchical, collaborative, cross-cultural partnerships to address specific areas of faculty activity" (Sorcinelli & Yun, 2007 p. 58).

Authors de Janasz & Sullivan (2004) also point out that it is unrealistic to expect only one individual to serve as a proper mentor in today's academy because our academic environments have become more complex and ever-changing. Girves, Zepeda & Gwathmey, (2005) claim that networking models of mentoring are more inclusive of the needs of women and minority faculty. Given this research, new faculty members should seek out a variety of mentors to help them with various aspects of their career—one area could be teaching and within teaching a new faculty member may want to seek out a mentor that is extremely talented in guiding discussion on difficult or emotionally laden topics.

Teaching Touchy Topics: Building Trust and a Positive Classroom Culture

Being able to guide discussions of touchy topics in the college classroom is developed through practice, over time and according to Barron, Grimm, and Gruber, (2006) when unspoken racial tensions undermine classroom dynamics, teachers need a high degree of social knowledge, skill, and tact to address them effectively. More than likely, the teachers on the vulnerable front lines are often tutors, adjuncts, graduate teaching assistants, and new assistant professors, often the least experienced and most idealistic among us (p. 10).

Course topics that are reactionary or emotionally laden can be difficult for even the most seasoned teachers and yet we often put new faculty in charge of courses containing these types of topics when they have little or no experience navigating such subjects and we also fail to provide a master teacher mentor. However it is important to note, "…agency and change can arise from conflict, and we need to be willing to process and learn from disturbances" (Barron, Grimm, and Gruber, 2006, p. 5). As a new faculty member, your willingness to be self reflective and

learn from your experiences teaching tough topics is probably one of the most important skills to develop.

Within the literature that guides practice on teaching sensitive topics, we find Tatum's (1992) work on race to be highly useful and easily abstracted for use in other types of discussions. In Talking about Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom, Tatum (1992) outlines a set of "working assumptions" that she uses in her classroom. We find these assumptions quite useful for setting up for a successful class and they are the platform for community guidelines that we both use in our courses. Finally, we find Pope, Reynolds and Mueller's framework (2004) for developing multicultural competence a useful guide for thinking about, and designing, curriculum that promotes student development of multicultural awareness, multicultural knowledge, and multicultural skills.

IMPLICATIONS FOR PRACTICE

We both believe that preparation and reflection are key ingredients in creating a successful class that includes potentially difficult topics. In addition to thinking through ways that you can reframe difficult topics through classroom activities, we highly suggest developing a set of community rules to guide discussion. The following ideas are ones we have found useful in our own practice.

Community Rules

Community rules set boundaries for acceptable and unacceptable behaviours, and comments. We provide a list of community rules on the first day of class, or by the second class meeting, discuss and explain the reasons for the rules, request that our students keep their rules out on the desk during each class discussion, and ask for students to help us by pointing out when another class member has violated the rules. The following is a list of community rules and guidelines we have used to guide discussion at various points in our careers:

1. **Challenging assumptions:** There are systems of advantage in society based on things like race, class, gender, ability, sexual orientation, age, etc. It is impossible to live in the US without being exposed to the demonstration of these advantages. It should be assumed that we have all received misinformation about groups that have been disadvantaged (See Tatum, 1992).
2. **Understanding & questioning stereotypes & prejudice:** Prejudice or a "preconceived judgment" is usually based on limited information. We should assume that all of us may have prejudices that result from the various cultural stereotypes that we have been exposed to. Even if these stereotypes are positive (Asian students are good at math) they have negative effects because they deny a person's individuality (See Tatum, 1992). We cannot be blamed for learning what we were taught as children; however, as adults we have the responsibility to identify and interrupt the cycle of oppression (See Tatum, 1992).

3. **Acknowledging privilege:** In the U.S. the system of advantage clearly benefits whites as a group; however, oppression hurts members of the privileged group as well as those targeted by the oppression (See Tatum, 1992).
4. **Understanding & acknowledging emotions:** Be prepared to have an emotional reaction. We may talk about issues or ideas in this class that are controversial, value-laden, or just difficult in general.
5. **Managing emotional reactions:** Try, to the best of your ability, to remain objective and separate your emotional reaction from the person who has spoken. If you find yourself getting upset because of what one of your peers has said, or what I have said, that is OK. However, it is not ok to react in anger or with disrespect. Wait until you can gain some control over your reaction or emotion before you decide to respond. You may also find that YOU get upset when you choose to voice your opinion or idea. Some topics make us nervous or emotional. This is OK. Pay attention to your own body language, the words you use, your emotions, etcetera.
6. **Developing listening skills:** Listen carefully when others are speaking. Pay attention to what the speaker is saying, the words they use, their emotions, and their body language. As people are on the road to change, we should strive to listen fully before judging and support each other as we express ourselves (See Tatum, 1992).
7. **Taking a break :** If you find yourself getting emotionally overwrought (near tears, angry, etc) you may want to leave the class for a few minutes to get a drink of water, walk the hall, take a few breaths, or some such thing. If you feel the need to later send me an email, or call me, or text me, please do so at least 24 hours after an incident or discussion. This gives you time to remove the emotion from your response and to think objectively and carefully about what you wish to say.
8. **Taking responsibility**: You are responsible for what you say, what you do, and how you react. You have control over these things. You do not have control over what someone else says or does. Use "I" statements. "I get angry because…….." or "I feel this way because……"
9. **Developing empathy:** Try and have empathy; imagine what it must be like to be the person who is speaking up or reacting in a certain way. Put yourself in their shoes. Begin and end with an open mind and an open heart.
10. **Becoming open to change:** We should be aware that change (both individual and institutional) is possible (See Tatum, 1992).

Practicing Reflection

We also suggest that you reflect on classes in which you teach difficult or sensitive topics and write in a journal about the experiences. The journal is a good place to begin discussions with a teaching mentor. Finally, Schön's (1983, 1987) work on reflective practice is highly useful in helping teachers reflect on their practice in action. Reflecting on practice in teaching means that you follow a cycle of personal inquiry, this cycle includes: 1) observing what is happening in your teaching

practice, 2) reflecting on these observations, 3) making changes as needed, 4) evaluating changes made in practice and making adjustments as needed, and 5) continuing the cycle of inquiry. Typically, this cycle of inquiry also includes collecting data, or evidence, of your own teaching and using this as a way to analyse what is occurring in your teaching practice and then use the data or evidence to make changes. For instance, one of the best ways to collect data during a typical class session is to briefly write down observation notes of what is occurring in the classroom (during a short break is a good time) along with notes about your own reactions to what is occurring. You can also invite students to do the same, especially after a difficult or confrontational class session; if you collect students' reflective writing you can use these to understand how students are reacting to what is occurring in the classroom. You can use this data or evidence to make small changes as needed in the classroom environment; often, the act of observing yourself and your students is a way to acknowledge awareness of problems as they arise and then solve those problems as they occur. This also teaches students about the value of reflective practice in their own lives in order to become more aware, more observant, and to make adjustments as needed.

Classroom Reframing Activities

In our classes we often use classroom activities to help reframe touchy topics in order to make them easier to discuss. Our activities are usually aimed at either creating empathy for a population or creating a different lens through which to view the topic. Below we have outlined two activities we use in our classrooms. The first activity is aimed at creating empathy; the second is designed to help students view the topic through a different lens. Each of these activities are used in a Student Development Theory Class but could be easily adjusted for different subjects in different disciplines.

Coming Out Letter

A topic that can often be a challenge to present and discuss is that of gay, lesbian, and bisexual development theory. Before we begin the discussion, we ask students to go around the room and tell us about one of the most important people in their lives and why that person is so important. After all the students have answered we ask then to take out a sheet of paper and write a coming out letter to that person. We instruct that they must come out as a sexual identity that is not their own. We also tell students that while we will talk about the letters, we will not require anyone to read their letter out loud; we will only ask them to discuss the process of writing the letter. They are welcome to read from their letters during the discussion, but that is their choice. After giving students time to write the letter we ask the following questions:

– What were the emotions you felt in writing the letter?
– What was it like to take on a sexuality that was not your own?
– What concerned you when you wrote this letter?

- Did you have any physical reactions to writing the letter?
- Now that this letter exists out in the world, what do you want to do with it?
- How did you sign the letter (e.g. sincerely, love. etc.)?

Once we have discussed this activity and the range of reactions we then move on to a discussion on theory.

Democratic Boxes

Again before beginning discussion, this time on white identity development and black identity development, we present the students with an activity. First, we divide the students into four groups. Second we hand each of the groups an identical box, instructing them not to look in the box. Third, we say that after giving instructions to everyone we want the groups to go to separate corners of the room and complete the activity. While completing the activity they are not allowed to get advice from or get help by trying to see what the other groups are doing. They are to stay focused on their group's work only. Finally, we give the instructions that they will use the objects in their box to build a car and afterwards we will have a car show and look at all the cars.

The students then proceed to their corners to work on their cars. What they do not know is that each box is filled with different items. One box contains paper, markers, and tape; another contains pipe cleaners, wheels, cardboard, tape and markers; the next contains a set of tinker toys; the final box contains a car Lego set complete with instructions. Once students are done building their cars we go on a tour. At first students are excited to show off their cars and then they quickly find out that some groups got better materials and even instructions. From there we ask the students if the boxes (which are all the same) represent a democratic society (e.g. the same chance for success) and what do the materials inside the boxes represent or suggest? We then conduct a discussion on advantage based on various things like race, social class, and gender. After this discussion is complete we find that students are better able to understand black and white identity development.

CONCLUDING THOUGHTS

As early-career faculty members we have both found common interest in the joys and excitement of teaching but also shared in heart-wrenching moments of uncertainty in the classroom as we struggle to engage ourselves, and our students, in tackling difficult subjects. In the absence of faculty mentors who could share their knowledge of how to successfully navigate through teaching touch subjects, we have mentored ourselves, and each other. We do this by talking and listening to one another, sharing classroom stories, brainstorming new curriculum ideas, acknowledging our teaching struggles and deficits, and remaining current with best practices in teaching and learning literature. However and perhaps most importantly, we acknowledge to ourselves, and to our students, that teaching difficult topics, and learning about them, is a human endeavour. Because it is a

human endeavour it may often be fraught with emotion, confusion, and lack of understanding. And, that is Ok.

DISCUSSION QUESTIONS

As you think about ways to use some of these suggestions within your own courses, we ask that you reconsider the questions with which we began. Open dialogue, building a climate of trust, and consistently offering a safe place for voices to be heard is the intent when we delve into matters considered taboo or touchy. Additionally, the following questions could also be helpful in furthering the dialogue or providing opportunities for thoughtful discussions on those topics we often find difficult to broach or controversial in nature. These questions can be presented in a variety of formats; written responses, open class discussion topics, or small group discussions for professional development or online discussions.

1. What are the touchy topics in your discipline? In what classes may they come up?
2. What community rules would you use in your classes? What would you omit? What would you add?
3. How can you design an activity to reframe one touchy topic in your discipline?
4. Brainstorm and create a list people that might be good mentors for teaching difficult topics. How might you approach them for help?
5. What areas do you feel like you might need to read more about? Why?

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S. MARIE MCCARTHER, DONNA M. DAVIS AND LOYCE CARUTHERS

UNIVERSITY OF KANSAS

18. TRAVELING THE TENURE TRACK

Mentoring and Collaborative Research Among African American Female Faculty in a Midwestern University

I feel most colored when I am thrown against a sharp white background —
Zora Neale Hurson

Zora Neale Hurston (1928), in her powerful essay, "How it Feels to be a Colored Me," examines her own individuality through a series of arresting metaphors that serve to illustrate the vastness with which she embraces her racial identity. Further, she demonstrates a level of confidence and defiance that provides a view of Black womanhood that is not only inspiring, but instructive. She states:

> I am not tragically colored. There is no great sorrow dammed up in my soul, nor lurking behind my eyes. I do not mind at all. I do not belong to the sobbing school of Negrohood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all but about it. Even in the helter-skelter skirmish that is my life, I have seen that the world is to the strong regardless of a little pigmentation more or less. No, I do not weep at the world—I am too busy sharpening my oyster knife. (p. 1)

Essentially, Hurston finds strength through adversity and believes firmly that she is worthy of experiencing everything life has to offer, and when confronted with the evils of racism and the sting of discrimination, she merely comments, "Sometimes, I feel discriminated against, but it does not make me angry. It merely astonishes me. How can any deny themselves the pleasure of my company? It's beyond me" (p. 2). This kind of bravery, this level of complete acceptance of one's self, is what many Black women must summon when we enter the academy. For it is here—against the sharp, white backgrounds, where we find the most contrast in our collective experiences with our white counterparts, and where we find we must search for and support structures that foster individuality and acceptance. Through solid mentoring programs, Black women in the academy can experience professional growth, broaden their research and scholarship agendas, and connect with each other and their peers in new and meaningful ways.

Our research responds to the very fundamental question: What structures and practices must be in place for solid mentoring to support Black women in the academy? With the goal of illuminating critical themes at the heart of our investigation, we provide an overview of key issues related to mentoring raised in the literature. Next, we discuss the methodology which uses autoethnography as a method of inquiry; present the narratives of two of the three participants, who describe the intellectual and social context of formal and informal mentoring that comprise the induction process; and conclude with analysis and recommendations for institutional change. We acknowledge that readers may have their own interpretations of the stories; and, while space does not allow for a thorough analysis of our stories, we present our interpretations through a discussion of the most salient themes and relevant theory.

PREVAILING DEFINITIONS OF CONTENT AREA LITERACY

Holmes (2007) states that, "the journey to higher education for many Black women has been long and arduous," and that historically, there has been deep resistance to Black women joining the ranks of powerful white men in the academy who viewed themselves as intellectually superior (p. 106). Holmes' study, which examined the experiences of eleven Black women at predominantly white institutions and how they fared throughout graduate school and the tenure-track process, reveals that Black women benefit greatly from mentors who show a strong commitment to their professional development and career success. Further, the researchers specifically note that some of the Black women they studied reported the mentoring relationships with whites may have been more effective with some instruction given regarding Black women's unique situation in the academy (p. 120). Ultimately, they argue, race still matters when it comes to creating and sustaining viable mentoring opportunities. Burgess (1997) echoes these ideas and notes:

> In predominantly white institutions, the white male power structure controls the tenure process. Not only has its hegemony resulted in its being the body to establish the guidelines for the achievement of tenure, but also it is not uncommon for these guidelines to be changed in midstream to preclude some populations from attaining the grand prize in academia. Hence, being awarded tenure is by far the major concern for men and women of color in institutions where they are underrepresented. (p. 227)

Thus, while the tenure process is can be extremely stressful for any candidate, there are additional considerations for candidates of color and women, and with these ideas in mind, it is important to identify mentoring strategies that speak directly to this unique concern. Indeed, Burgess (1997) asserts:

> …Exclusion from networks and other means of professional communication, discrimination, and isolation have made it difficult for African American females in the academy to pursue research successfully. Without research,

they are caught in higher education's revolving door, through which African American faculty gain admission but seldom are retained. (p. 229)

With this bleak assessment of the prospects for African American women in the academy, it is imperative that they be provided the tools necessary for overcoming these tremendous odds. We submit that through deep mentoring, where all involved have the opportunity to reflect on and deconstruct their place in the academy and how to excel in it, everyone benefits, and institutional change can occur.

Even as we see the positive impact of mentoring, the definition of mentoring is in a state of flux. Berk, et al. (2005) report that in academic medicine, there is no consensus on the definition and more than twenty definitions of mentoring or mentors have appeared in the literature since the mid-1970s. The most common definition is that of a "one-to-one relationship in which an experienced faculty member guides and supports the career development of early-career faculty member" (Sorcinelli & Jung, 2007, p. 58). This type of mentoring is conducted from a hierarchical relationship viewpoint. The assumption is that the seasoned faculty member has the experience and the answers to guide the junior faculty member in the tenure process. This "top down" model fails to address the complexities that are inherent in a university setting and is additionally problematic when we consider issues of power and race. Newer models of mentoring are beginning to appear in the literature that addresses the multifaceted nature of the academic setting. Current literature suggests formal and informal mentoring as well as multiple mentors as a technique for supporting new faculty while addressing the complexity of the educational environment (Wasburn, 2007; Berk, et al., 2005; Schrodt, Cawyer & Sanders, 2003; deJanasz & Sullivan, 2001).

Finally, studies have also examined the effect of mentoring on the socialization process (Cawyer, Simonds & Davis, 2002; Riegle, S., 2006; Chao, Walz & Gardner, 1992; Ostroff & Kozlowski, 1993). Studies found that providing an understanding of what it means to be a faculty member within the context of the organizations written and unwritten rules and regulations was critical (Kosoko-Lasaki, Sonnino & Voytko, 2006; Stanley & Lincoln, 2005; Cawyer, Simonds & Davis, 2002). It is crucial that junior faculty understand the academic environment and that tenure, as a process, is both meritocratic and political. Most institutions provide general statements on what it takes to be successful in the tenure process. They will identify a range of refereed manuscripts required as well as teaching and service expectations. It is difficult, however, to talk and identify the intangibles that come into play when the tenure dossier is being reviewed. The "intangibles" might include the relationships that have been built between the applicant and the rest of the faculty, or the value placed on the research completed by the applicant. This, then, is the political portion of the tenure process. Junior faculty must be socialized to the environment to understand what is deemed important as they move forward in their career. For example, Burgess (1997) asserts that for many African American women, the evaluation of research is a major concern:

> Their research is often described as having no substance or theoretical value, and publication is only deemed acceptable when it is in a mainstream journal. Thus much of what African American women publish is negated because their colleagues do not recognize the [publication title]. Research on women's issues and interdisciplinary areas such as women's studies and ethnic studies is often especially discounted during tenure review, with the result that African American women, who tend to participate more in both of these areas than their white colleagues, are doubly disadvantaged. (p. 230)

All of these studies have contributed greatly to understanding an academic endeavor that is engaged in by individuals from various disciplines and which has become increasingly complex. Further, and most importantly, they serve to provide the foundation for which we undertook our work. By recognizing the significant challenges facing so many African American women who choose to engage in scholarship and research at the academy, we have seen some parallels between what the literature tells us and our own stories.

METHODOLOGY

Three African American female professors—two tenured Associate Professors, and one non-tenured Assistant Professor—explored mentoring in the academy by examining their stories through the prism of relationships, experiences, benefits, and advantages. "The assumptions underpinning this approach are that stories not only reflect culture, ideology and socialization, but also provide insights into the political and historical climates impacting on the storytellers' lives" (Grbich, 2007). Specifically, we used autoethnography to help illuminate the experiences of mentoring for two African American females, a journey often fraught with the complexities of historical and cultural ideologies of race and class. Traditional oral histories focus on meanings that events hold for people who experience them (McMahan & Rogers, 1994; Ritchie, 2003); autoethnographers write their own narratives ... creating "dual experiences ... for both you [us] as the researchers and for your [our] readership (Grbich, 2007).

While three faculty members were involved in the mentoring process, the narratives included here represent the stories of one junior and one senior faculty member who are also co-authors of this paper. The process of conducting autoethnography is not guided by a set of rules (Grbich, 2007; Patton, 2002) and can be described as a way to find out about yourself and your topic of inquiry (Ellis & Bochner, 2000). In other words, autoethnography involves using self as fieldwork and making a credible inquiry of experience as data. A major standard for the quality of autoethnography resides in the extent to which the researcher as an instrument of the study uses reflexivity to expose "hidden or unrecognized elements in the researchers' background" (Olesen, 2005, p. 251) to construct understanding of self as both the producer and product of the text. The authors of these stories sought to understand the mentoring process in the academy and to offer recommendations to other faculty of color and administrators seeking institutional change.

All individuals are on faculty in the School of Education (SOE) at an urban institution. The SOE has three divisions: Curriculum and Instruction, Counseling and Educational Psychology, and Urban Leadership and Policy Studies in Education. New faculty members were matched with mentors during the 2009–2010 academic year and a small budget of $250 was made available to support mentoring activities. Participants in this study are part of the Urban Leadership and Policy Studies in Education Division which houses Foundations   of Education, PK-12 Administration, and Higher Education Administration. The current makeup of the division is racially diverse, with seven African American, three White, and one Hispanic faculty member.

DATA COLLECTION AND ANALYSIS

Data constituted a production of critical self-reflective tales that exposed the lives of the two faculty members and their experiences with mentoring. As Jones (2005) suggested autoethnography incorporates writing as a form of performance; framed with the intent to create a critical awareness, to interrupt the status quo, and interrogate identities (p. 645). Producing the stories as data for a public audience involved the use of journaling and dialoguing with others to capture social and cultural aspects of personal experiences with mentoring. The journaling process began during the mentoring phase for the junior faculty member. At this point, both the senior and junior faculty members kept journals for a four year period and met monthly to debrief experiences. Their experiences were also shared with the other formal mentor and an informal mentor. The process, as described by Grbich (2007), consisted of an "internal examination of yourself [selves] including emotions and feeling to an external view of yourself [selves] within a sometimes conflictual cultural context. ... " (p. 57).

Self-examination, through looking inward and outward, was re-presented in the form of narrative, produced from journals and dialogue. The use of the subjective 'I" indicated the position of each writer in the telling of their stories. Reflexivity, involving an increased awareness of self in the process of knowledge construction, is essential to data collection and analysis. The autoethnographic performances were critically examined for concepts, themes, and propositions related to frameworks contained in the literature for formal and informal mentoring; specifically giving attention to the experiences of African American women in the academy. The authors of these stories sought also to generate localized knowledge that would contribute to understanding structures and practices to support Black women in the academy. Thus, data analysis was comprised of interviews with each other to interrogate interpretations and conclusions.

DONNA'S INDUCTION STORY

I came to the university after completing my doctorate at the University of Kansas (KU) in Education Foundations where I was fortunate to have studied under a well-respected and incredibly helpful scholar and mentor. Indeed, my academic advisor

at KU was instrumental not only in assisting with my identifying a subject for my study but in helping me develop and clarify an educational philosophy that I bring to every research project I undertake. To be specific, N. Ray Hiner, my advisor and mentor, provided a very broad definition of education that included an emphasis on an individual's identity development and awareness of culture that I have embraced throughout my career. But beyond my reliance on Ray for academic advising and assistance with research development, I also came to count on him for overall support as I moved through the doctoral program and for a career advice. And he was (and is) always there. That Ray is an older, white male seems only significant in the context of my experiences at my current university, where the level of support and mentoring options were quite scarce when I arrived, for indeed, I landed at an institution embroiled in a horrific and racist battle for control of the School of Education.

I was hired in 1999 at the university by an African American dean and I was ecstatic and couldn't wait to get busy—roll up my sleeves and dig in. However, I had no idea that there were forces at work—folks in the School of Education who wanted this dean out—now. I had no idea that, only weeks before my arrival, a racist flyer about the dean had been distributed, and that there were secret meetings about how to get rid of him. I also had no idea that there would be a "vote of no confidence" in him at a hastily assembled faculty meeting, and that—two months after my arrival—he would get the boot. The level of acrimony and turmoil within the school was immense, and even though I was a new employee, I was expected to jump in the fray and take a side. And worse, I felt that I was already "suspect" to many of my white colleagues because this controversial dean brought me in.

I was assigned a mentor—a white male—who was pleasant and easy enough to talk to, but who no longer did any scholarly writing or conference presentations. Thus, he offered little (no) guidance in this regard and was unable to provide any real information about the tenure process, except to tell me I needed to get published. At that time, there was only one other African American female professor with tenure who took great pains to try to help me understand the political realities of my new world. Because she had herself been extremely isolated at the academy, I believe she viewed it as her responsibility to make sure I felt emotionally safe and she became my de facto mentor. However, in all honesty, this was such an awful time for everyone that far too much energy was spent on in-fighting among faculty and rebounding from the latest attack not only on the dean, but on our own emotional well-being. So, opportunities for scholarly collaboration and intellectual conversation fell a bit by the wayside, as we were quite frankly in survival mode. To compensate, the few African Americans on faculty would find time to commensurate off campus and create an atmosphere of congeniality that was truly invigorating, stimulating, and energizing. Often, we would gather at our ousted dean's house and visit and find ways to laugh to keep from crying. With a new White female dean in place, who was instrumental in pushing for leadership change, we would need to cling to each other and figure out a way to share ideas about our work while undergoing the tremendous shift in leadership style and

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support. But the School had no doubt been damaged by the power-grab and the undercurrent of racism, and there are wounds that remain unhealed to this day.

As African Americans throughout history have done, our small group developed our own Underground Railroad, where we would meet and strategize and organize ways to keep focused on our work and to support each other. The "mentoring," if you will, was relaxed and informal, with me picking up tidbits of information about how to move along the tenure track by simply hanging out with folks who had already made this journey. Sometimes, I would be invited by the former dean to attend conferences and another senior, male faculty member would occasionally shoot "Call for Papers" my way. There was no formalization to it or any real structure my mentoring experience, but it was something. The female colleague went further and really offered me a chance to publish an article in a journal she was editing and she was quite helpful in reviewing it ahead of time and making sure it was ready to go. She also gave me national service opportunities and helped me think through the best ways to connect with national scholars. And when it came time to develop my list of outside reviewers to evaluate me, she was exceptionally instrumental in this process and I firmly believe her guidance helped secure my tenure. But mostly, this group served to provide emotional support and warm friendship, as we would endure the ousting of the new dean and third along the way. When I think about it, my entire tenure-track experience was marred by tumult, chaos, and upheaval. We were either coming off the sting of the loss of my first dean, or embroiled in controversy as the next two deans were forced to leave. It was not an ideal environment for deep thinking and groundbreaking research to occur to say the least and certainly not the best way to create and sustain a solid mentoring program. What did develop, however, were very positive relationships with friends and colleagues I have come to enjoy working with, and at the end of the day, I truly believe they provided the kind of mentorship based on congeniality that really did help me cope in a very difficult setting.

So with this context in mind, I have reflected over the years about what else I might have liked to experience as a new faculty member, particularly as an African American scholar. First, what was missing from my story was structure. I needed to be able to count on a formal process by which I would learn exactly what I would need to get tenure. While the informal meetings (read: parties) were great in terms of emotional grounding and the occasional tip on how to move forward, in retrospect, I could have benefitted from monthly, formal, check-ins with colleagues about my progress, my overall research agenda, and my strategies for getting the job done. Further, although it was good to receive notifications about calls for papers and other opportunities to show my work, I think for truly new scholars— fresh out of graduate school—it is especially helpful for senior faculty to invite junior faculty to join in their research and to collaborate actively on projects. It was nerve-wracking knowing that I would lose my job if I did not get published, and that the failure would be spectacularly public. I floundered at first, not knowing which venues to seek for showcasing my work, exactly how many publications I would need to get tenure, how to make national connections and do service for national organizations, or how to tell my story in such a way that the promotion

and tenure committee would get it. Eventually, and somewhat haphazardly, I was able to string together a solid research agenda amidst all of the mayhem of my induction and first few years on the job, but I gained from the experiences with my African American senior colleagues a real sense of community that I knew was rare in the academy.

When I finally did get tenure and was assigned to mentor a junior faculty member (Marie), I looked for ways to combine the congenial that had been so helpful to me with the collegial, and formalize the mentoring process in such a way that this new scholar would get questions answered and be familiar with the journey ahead. The good news was that, for the most part, many of the leadership challenges had eased, and our School began to heal from some of the painful events of the past. A fourth dean was in place and the overall unit engaged in deep dialogue around race and social justice and how we could improve the climate and culture of the organization. Thus, for my new mentee, my goal was simply to give support, offer suggestions, invite her to do research with me and other senior faculty, and to hold her accountable for developing a timeline for meeting publishing objectives. What emerged from the formalization of the mentoring process was an opportunity for the new faculty member to become immediately immersed in the tenure process, and for senior faculty—and me in particular—to enhance my own research with fresh thinking and energetic, collaborative work sessions. Overall, this process I believe is essential for faculty development on both ends of the spectrum and that everyone benefits from open dialogue about research and teaching efforts. Further, the relationships that have developed throughout this process have only served to enhance our work environment and it is not uncommon, as is illustrated by this paper, for us to collaborate on several research projects at a time.

MARIE'S INDUCTION STORY

Even after more than 20 years in public school leadership and administration and 10 years at the University in the School of Business & Public Administration as a senior fellow, program administrator, and adjunct professor, I was nervous and no way confident about my new status and position: Assistant Professor—tenure track. Teaching, research, and service. That was the mantra. Over and over throughout my swift transition from one unit to another, the academic triumvirate—teaching, research, and service—loomed over me as an arduous, weighted cloud. My Business and Public Administration School colleagues questioned me in seemingly warning tones about the big three. "Did I think I would be able to write and do the research and publication that is required of tenure track faculty?" "Did l realize that I would not only have to teach multiple classes each semester; continue service activities at the unit, campus, state, and national levels within my discipline; and none of that really mattered. It's mainly the research and publication that is important?" It was questions of this nature that bombarded me and occupied my mind day and night during this period. As a Black female with a bona fide terminal degree from a highly reputable research

institution, not once in my ten year experience at the Business and Public Administration School had I been approached for conversation about partnering, collaborating, or authoring an academic piece. Actually, the one time I asked a colleague about working together to develop an article I was resoundingly rejected and told "they would never consider publishing with the likes of me."

The facts of my transition from a highly valued contributing senior team member to the lowest rank in the tenure track had more to do with the economic realities of the philanthropic sector at the time than any intentional career mobility issues on my part. Prior to the transition I worked in a non-profit education and capacity building center housed in the Public Administration division of the Business School at the same university. There I was director of a major education and outreach initiative that was designed to increase leadership, management, and organizational capacity of current and emerging early education leaders in a six-state Midwest region. The program initiatives gained national prominence and support and I was intimately involved in the design and development of professionalizing early education and care on local, state, regional, and national levels. Planning and organizing educational programs and cross sector conversations and conferences while teaching a graduate course each semester in the public administration curricula was my routine. The rigor of academic research and publication was not a part of my daily agenda. When the governing boards of the three major foundations that supported our work made programmatic shifts in their funding priorities, the opportunity to continue the work diminished. The philanthropic community was reverberating from 9/11 and the course of rebalancing left capacity building work that I was engaged off their priority lists.

So it was when the budget at the Nonprofit Center in the Business School could no longer support my work, I reached out to my colleague, the Dean of the School of Education, to talk about potential employment opportunities. Even though the SOE is just two buildings away, I drove to the building and parked in the faculty lot. Walking up the stairs to the Dean's office on the third floor, I could not help but notice the stark difference between the carpeted hallways and wood paneled walls of the Business School contrasted with the 1960s linoleum tiled floors and concrete walls of the School of Education. As I arrived at the top of the stairs I heard an excited voice calling my name, "Ma-rie! Ma-rie! Girl, what are you doing here?" It was my dear friend and former colleague, Loyce Caruthers, from my public school days! So excited, we hugged and hugged; grinning from ear-to-ear; and hugged some more. Between "Girl, you sure look good," and "You, too!" – We stepped out of the hallway and moved into her office alcove, I quickly shared my reasons for visiting the School. Instantly my friend morphed to a covert mode. In a sistah voice just slightly above a whisper, she told me there was a tenure track assistant professor position open in her division in addition to the one the Dean had invited me over to discuss. She coached me as to how I should approach the two positions in my conversation with the Dean. Armed with important inside information, I walked confidently down the hall to my meeting.

As the Dean and I talked about my background, preparation, and educational experiences, she became excited with the possibility that I could fit in either of the

two tenure track openings that existed in two different divisions of the school. (I did as my sister friend had suggested, and she was right on target.) One of the division chairs was not available, but the other was on hand and was invited to join the conversation. This division chair, an African American woman, spoke glowingly about her division. She shared how collaborative, collegial, and congenial her team was as they worked together to nurture and support each other. She assured me that as a neophyte to the academy, I would be encouraged and assisted in a positive collegial and professional environment. Both the Dean and the division chair asked me the Big Question: Did I think I could do the research and handle the publication requirements? After listening to me they offered assurance in their belief that I could be as successful in writing and publishing as I had been in teaching and service.

So my sojourn in the real tenure track academy begins. I left behind the white male-dominated ivy-covered walls of the Business School where tenure was cloaked in mystery and obscurity and entered the Division that has the distinction of being the 'most diverse' in the state-wide, four-campus university system. Populated with female majority, the unit takes pride in its characterization as a nurturing, supportive, and productive, academic environment. Initially my Chair made mention of previous unrest within the SOE around issues of race, equity, and social justice but that through intense work and deliberate effort the School had moved into a new era. Great strides had taken place. An urban focus had been embraced by all divisions and concentrated change efforts were underway across every division in the unit.

The first step in my induction to the academy occurred during my first week in the division when my Chair assigned two mentors to me. Both were tenured African American female Associate Professors. These formal mentors joined my informal mentor (my good friend and former colleague who told me about the position), and together they forged a safety net that proved to guide and direct my induction, debunking tenure myths and exposing opportunities and pathways to success. The Division Chair allocated professional development monies to my formal mentors to begin relationship building between us.

First, my mentors invited me out to lunch; however, the invitation included a pre-luncheon assignment: I was to prepare three questions in the areas of research, teaching, and service. My queries would be the focus of our initial work together. From that moment on, these two brilliant Black female scholars opened to me their toolkit of 'higher education survival skills' and tutored me through the political, social, academic, and emotional aspects of surviving and thriving induction into the academy. As our first formal mentor-mentee session came to an end, I knew I had gained two tenacious advocates for my education and success who would hold my feet to the fire and expect nothing but the best from me. If I followed through and delivered, they would support me; if I didn't, well, not an option. I left the luncheon with homework that included identifying three professional organizations in my teaching field and three academic journals as future publication possibilities. We also scheduled regular check-in times and set up a monthly meeting schedule.

In preparation for the second meeting with my mentors, I prepared an agenda with a Plan of Action for the First Year. This became the pattern for each of our sessions. Future assignments included goal setting in the areas of teaching,

research and publication, and service. The structured mentoring process within the division immersed me in the rhythm and pattern of teaching and learning in the academy; the pace and sequence of writing and publishing for tenure and promotion; and the advantages and nuances of the diverse service opportunities throughout my induction journey.

Indeed, the tangible and important benefits of my formal mentoring experiences were augmented by the informal mentoring that I received during this same period. Guidance of this nature was provided by both my dear friend and my formal mentors, all tenured African American women professors. Informal mentoring nurtured my personal, social, and emotional growth as I learned the norms and culture of the academy and developed new relationships as a tenure track faculty member. Overall, the important relationships developed early in my induction continue to advance today as I progress on my tenure track journey. Central to these relationships are the intentional collaborations that developed as a result of the mentor-mentee connections and the organic collaborations that remain ongoing. Initially the intentional collaborations, such as conference proposal development and subsequent conference presentations, stemmed from mentor directed assignments designed to guide me through the research-writing-presentation cycle. My mentors participated with me throughout the process – developing conference proposals, researching and writing articles, doing conference presentations, and preparing manuscripts for publication. We developed individual pieces as well as joint works.

Hence, the shared experiences of teaching and learning across the research – publication cycle conditioned the environment for the organic collaborative projects that ensued among us. The many opportunities to work together in teaching, research, and service we have enjoyed had their roots in conversations that initiated while we were engaged in intentional collaborations. Organic collaborative projects my mentors and I have been involved in include co-developed and team taught courses, joint service activities in statewide professional organizations, and collaborative education and outreach activities for local arts organizations. All in all, the formal and informal mentoring that I received has nurtured and supported my growth and development so that I have progressed from an initial state of nervous insecurity to a contributing collegial junior faculty member traveling the tenure track road.

ANALYSIS AND RECOMMENDATIONS

Both Donna and Marie entered the academy after experiencing great levels of success in other positions but lacking awareness about the tenure-track process and how to navigate it. Each of them needed guidance, support, and information about how to be successful in the academy and what pitfalls to avoid. In severely dysfunctional situations, like the one Donna encountered, it was critical that she connect with others who were not only interested in her success, but who could provide an emotional safety net—a group to create a congenial atmosphere where she felt a certain level of trust among her African American peers. Further, she was

able to enjoy the benefits of having one other tenured Black woman in her division who simply assigned herself in a mentorship role and who helped Donna negotiate and avoid the political landmines in the School. While there was no formal structure to the relationship, Donna was able to excel because of it. Indeed, Holmes et al. (2007) note that some of the Black women they studied expressed a desire for a mentor who shared their racial/ethnic identity to help them with their journey. They state, "having a mentor of the same race/ethnicity may be optimal to establishing a cultural connection, sense of belonging and a level of trust and communication in the relationship," (p. 118). In our investigation, all involved are African American women who were committed to the mentoring process and to the development of junior faculty. The mentors (Bonita and Donna) met informally to design a plan for Marie with the sole purpose of getting her tenure. They viewed Marie's success or failure as their own, and worked toward creating a mechanized system of checking in with her to make sure she understood each new requirement and step. Further, the two mentors reflected on their professional journeys and how they might be enhanced to blend the congenial with the collegial. So with these ideas in mind, both informal and formal practices were instituted to ensure that Marie would be given the necessary support.

STEPS TO TAKE

Some additional strategies and suggestions for those who mentor beginning faculty members include:

– Hold regular, scheduled, formal "check-ins" with junior faculty and ask them to develop a list of questions regarding the tenure-track process.
– At these meetings, require the junior faculty member to bring her/his professional dossier for ongoing review and feedback.
– Examine your own projects to determine where a junior faculty member might fit in and/or how you can support their interests and goals.
– Invite junior faculty to join your panel/symposium/workshop; introduce them to senior scholars and your colleagues at national conferences; submit their names for possible service opportunities at national organizations in which you are a member.
– Inform them of not only the publication requirements for your discipline and university, but identify along with them the best possible venues for showcasing their work; let them know precisely what your institution views as "valid" research; show them a dossier or promotion and tenure portfolio in their field that was successful.
– Offer authentic opportunities for junior faculty to share their fears and frustrations about the tenure process and/or about their being Black women surrounded by historical and ongoing privilege in the academy.

EXERCISES AND DISCUSSION TOPICS

Mentees share responsibility for a healthy and successful learning experience and might ask themselves the following questions to guide their work:

– Have they checked their egos at the door before entering the academy, particularly if they are coming from former positions of power or graduate programs where they shined? In this new setting, the journey begins at the lowest rung on the scholarly ladder.
– Do they assert themselves by inquiring about all phases of worklife in the academy? Are they afraid to ask questions about their university's expectations around teaching, research, and service? Floundering is not a realistic option. All beginners need help. The problem occurs when the novice does not know where the beginning commences.
– Are they mindful of the ambiguity that is embedded in the tenure process? Are they working to develop multiple strategies to support their success? If so, what are those strategies?
– Are they following through in every endeavor? Do they complete tasks on time? Remember, showing up and participating are important. If there is a potential problem (need to miss a faculty meeting or can't make a report deadline), they should communicate it immediately.
– Are they keeping their eyes on the prize? Publishing through the peer review process is paramount. Teaching and service must also be strong, but getting an early handle on the publishing requirement is critical.

CONCLUDING THOUGHTS

Zora Neale Hurston reminds us that as Black women, we need not feel as if life has dealt us terrible blow and that we should instead celebrate our womanhood and our Blackness. While this was certainly a defiant and bold statement in 1928, we find there is still great relevance for us today. Part of why her powerful message resonates is because there is a sense of resiliency and hope even amidst incredible odds—and the feeling that, through an open acceptance of who and what we are, we can achieve great things. Small, delicate steps into deconstructing our stories is one way to peel away the many layers of experiences that shape our collective journeys, and because so many of us are traveling this same, rugged highway, it makes sense to push ahead together. We found that developing valuable relationships built on a mutual belief that we were worthy of being an integral part of the academy helped us create both formal and informal—congenial and collegial—mentoring activities that contributed to our overall achievement and success.

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DARWIN NELSON, GARY LOW AND RICHARD HAMMETT

EI LEARNING SYSTEMS

19. EMOTIONALLY INTELLIGENT TEACHING

Mentoring and Teaching Excellence Using a
Transformative Learning Model

ABSTRACT

An emergent and positive personal change theory of emotional intelligence (EI) and person-centered model of teaching and learning excellence provide a research-derived and engaging process for mentoring students and employees. Grounded in research, the education model of EI is structured around four dimensions (skill sets) and thirteen skills for cognitive, behavioural, and emotional learning. The relationship established by the teacher–student and mentor–protégé is the essential element for maximum learning, growth, and success.

The Emotional Skills Assessment Process (ESAP) is the assessment foundation and accountability process for personal, career, and leadership development. The Emotional Learning System (ELS) provides a structured and sequential process for mentoring students and employees with transformative emotional intelligence.

EDUCATION AND A TRANSFORMATIVE THEORY OF EMOTIONAL INTELLIGENCE

In our Transformative Theory of Emotional Intelligence (EI) and person-centered model of teaching and learning excellence, the nature of the relationship established with the learner is the key component (Nelson and Low, 1977-present). A central purpose of emotional intelligence in education is to connect with students for purposeful engagement, dialogue, and achievement through meaningful emotional skills learning. Emotional learning is passion driven and relevant to the frame of reference of the learner.

The student is the focus of learning and teaching in our person-centered education models. Teaching for student learning and success involves emotional and experience-based learning that is relevant and meaningful from the student's perspective. Creating a relationship providing protection, permission, and empowerment to achieve the student's goals and individual aspirations is a hallmark of teaching and excellence.

Learners are not inherently interested or motivated when the focus of learning is external and distant from their personal values and goals. The most meaningful and effective methods of teaching involve exploring, discovering, questioning (the Socratic Method) and emotional mentoring. Great teachers form meaningful relationships with their students and focus on dialogue, exchange of ideas and critical examination of theories of knowledge.

Learning and teaching are inseparable processes that occur best in a relationship characterized by trust, respect, honesty, and genuine caring. The learning environment created by the teacher and mentor works best when the learning climate is safe and healthy as well as challenging. The foundation of person-centered teaching and learning is the recognition, grounded in research, that the emotional system is the lead system for positive change.

Our transformative theory is an educational model of Emotional Intelligence (EI). Emotional intelligence, in our view, is not a static quality or quantifiable unitary construct but rather a life-long process of learning, developing, and applying emotional intelligence skills in daily living and working. In our educational model (Nelson & Low, 1977-present), a defining feature is that emotional intelligence is best-understood and learned when framed around specific emotional skills and skill sets (competencies).

Table 1 provides a conceptual model of the dimensions and skills of the Emotional Skills Assessment Process. Emotional Intelligence is a learned and developed ability to: (a) know and value self; (b) build and maintain a variety of strong, productive, and healthy relationships; (c) get along and work well with others in achieving positive results; and (d) effectively deal with the pressures and demands of daily life and work. Simply stated, emotional intelligence is a learned ability to think reflectively and constructively, develop positive choices, make healthy effective decisions, and act wisely.

Table 1. Emotional Skills Assessment Process

Competency	Dimension	ESAP Skill Scales
I	Interpersonal & Healthy Relationships	1 Assertion 2 Anger Management 3 Anxiety Management
II	Personal Leadership	4 Comfort 5 Empathy 6 Decision Making 7 Leadership
III	Self Management	8 Drive Strength 9 Time Management 10 Commitment Ethic 11 Positive Change
IV	Intrapersonal Growth	12 Self Esteem 13 Stress Management

The Emotional Skills Assessment Process (ESAP) is a positive assessment of EI skills and provides an educational foundation for meaningful emotional learning. The skills assessed by ESAP are related to constructive thinking patterns that facilitate healthy ways of being in the world (Cox & Nelson, 2008). EI skills are also positively related with personal excellence and career-life satisfaction (Hammett, Nelson & Low, 2007). The emotional skills of the ESAP may indicate wisdom through skill acumen that seems to increase naturally with age and experience (Hammett, Hollon & Maggard, 2012) and are enduring in the sense that they are similar across cultures (Dockrat, 2012).

Figure 1 presents the average ESAP profile of first-year college students compared to veteran officers in the U.S. Air Force attending Squadron Officer School (a leadership course for mid-career officers at Air University). The experienced officers scored higher in all but one skill area and lower in each of the three problematic areas (indicating more skill in those areas) than their first-year university counterparts. Note the symmetry across the two profiles; they are nearly the same in shape. The more experienced officers simply claim better overall emotional intelligence in practice.

Legend:
- First Year College Students (TAMUK)
- U.S. Air Force SOS Students (AU)

A PROFILE OF EMOTIONAL SKILLS

STANDARD SCORE	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85
PART I — INTERPERSONAL SKILLS															
ASSERTION		9	12	15	18		21	24	27		30	33	36		
PART II — LEADERSHIP SKILLS															
COMFORT	5	7	9	11	13		15	17	18		21	23	24		
EMPATHY	6	8	10	12	14		16	18	20		22	24			
DECISION MAKING		5	8	10	12		14	16	18		20	22	24		
LEADERSHIP		4	6	9	11		13	15	17		19	21	24		
PART III — SELF MANAGEMENT SKILLS															
DRIVE STRENGTH	10	14	18	22	26		30	34	38		42	44	46	50	
TIME MANAGEMENT		5	8	10	12		14	16	18		20	22	24		
COMMITMENT ETHIC		8	10	12	14		16	18	20		22	24			
PART IV — INTRAPERSONAL SKILLS															
SELF ESTEEM	9	18	23	26	29		32	35	39		42	44	48	50	
STRESS MANAGEMENT		4	9	14	19		24	29	34		39	44	49		
SCALE		DEVELOP					STRENGTHEN				ENHANCE				

A PROFILE OF POTENTIAL PROBLEM AREAS

|	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85
AGGRESSION			2	4	6		8	11	15		19	24	28	35	
DEFERENCE		2	4	6	10		14	18	22		26	30	32	36	
CHANGE ORIENTATION		1	3	5	7		9	11	13		16	18	21	24	
SCALE		LOW					NORMAL				HIGH				

Figure 1. ESAP Profiles of first-year university students and veteran military leaders.

Figure 2 compares the average ESAP profile of first-year university students from Tshwane University of Technology in South Africa with those from Texas A&M

University-Kingsville in the U.S.A. Again the symmetry across profiles between these two very diverse populations and cultures is striking.
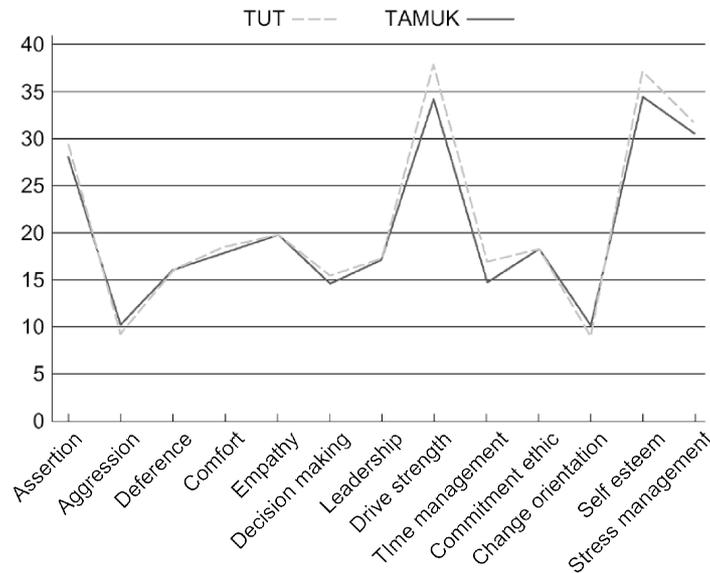

Figure 2. ESAP Profiles of first-year students from different continents.

The evidence suggesting that EI skills may increase naturally over time does not mean they should not be addressed, taught, and learned earlier in life. The ESAP builds a formative, person-centered learning process beginning with exploring EI skills and identifying current skills to develop, strengthen, and enhance. The Emotional Learning System (ELS) is a structured, sequential five-step process to learn and teach the skills and skill sets of emotional intelligence.

The pathway to learning and teaching excellence is Intelligent Self Direction. In our model, excellence is self-defined and self-directed and facilitated by person-centered teachers who model emotional intelligence. Teaching excellence and teaching for student learning and success place the student at the heart of the educational process.

Emotional Intelligence: Achieving Academic and Career Excellence in College and Life (Nelson and Low, 2003, 2011) identifies and teaches the skills essential to high levels of academic achievement, career effectiveness and personal well being. The assessment instruments included in the book are valid and reliable measures of the higher order cognitive, affective and behavioural skills that students will need to be successful in the global economy of the 21st Century.

The EI-centric learning curriculum for students is organized and delivered around key standards and dimensions essential for high achievement, healthy living, and career success. EI standards, dimensions, skill sets, and skills are

taught and learned through the five steps of the Emotional Learning System (ELS). The five basic, education steps of emotional learning are presented in Table 2.

Table 2. The Emotional Learning System

Step	Action	Experience
1	Explore	ESAP Assessment for accurate self assessment of EI skills
2	Identify	ESAP Profile and Graph for accurate self awareness of EI skills
3	Understand	ESAP Profile/Interpretation for increased self understanding
4	Learn	Construct self-development plan for self-improvement
5	Apply/Model	Practice EI skills daily for self-improvement

The ELS begins with learning at a cognitive level of personal change in the first three steps. Cognitive and experiential levels of personal change are built into step four. Cognitive, experiential, and behavioural levels of personal change are the learning outcomes for step five. The five step ELS is the learning process for students and teachers in each EI standard/dimension (EI skill set) and specific EI lessons.

The four standards/dimensions that make up the curricular lessons for our person-centered learning program are outlined below. They are standards in the sense that they comprise a minimum content for a person-centered curriculum for teaching and learning EI skills. Excellent teachers add to and improve the EI content from their own experience. We also refer to the standards as dimensions because they align with the four composite scales (dimensions) of the ESAP (see Table 1).

1. Interpersonal Standard/Dimension: Building, developing, and maintaining healthy and effective relationships are critical to personal, career, life, and leadership success. Communication competence, interpersonal skills, and civil communication are essential skills that students must learn and apply throughout their lives.

   Lesson 1: Assertive Communication: Assertion. The skill of Assertion is presented and learned to better understand the dynamics of human interaction and to learn the most effective skill for developing healthy and effective relationships. Learning the skill of Assertion and understanding the difference between Aggressive (Anger) communication and Deference (Fear/Anxiety) communication patterns are the focus for interpersonal skill development.

2. Leadership Standard/Dimension: Developing effective leadership is organized around four key learning and performance areas.

    Lesson 2: Comfort (Social Awareness) enables a student to learn about diversity and the richness that comes from a range of students and cultural contexts.

    Lesson 3: Empathy enables a person to understand on a personal level the feelings and perspectives of others and respond with skill.

    Lesson 4: Decision Making enables a person to organize, prioritize, and solve problems with self and others.

    Lesson 5: Personal Leadership enables a person to intelligently lead self by example and influence others through positive relationships.

3. Self-Management Standard/Dimension: Intelligent and Responsible Self-Direction. Self-Management in Career and Life is organized around four key learning performance areas.

    Lesson 6: Time Management enables a student to learn that time is a resource. Time Management is an emotional intelligence skill and not a cognitive skill.

    Lesson 7: Drive Strength (Achievement Motivation) enables a student to learn that personal meaning and confidence is self-defined and self-directed energy necessary for achieving goals.

    Lesson 8: Commitment Ethic (Personal Responsibility) enables a student to learn that the highest standard of excellence is a personal, intentional, and commitment given freely.

    Lesson 9: Change Orientation enables a student to learn how attitudes, behaviours, and outlooks result in either satisfaction or dissatisfaction, interest in changing in a more effective direction or resistance to change, and learn that positive change is intentional and goal-directed.

4. Intrapersonal Standard/Dimension: Intrapersonal growth and development are organized around two essential skill areas.

    Lesson 10: Self Esteem enables a student to learn that positive beliefs of self, self-confidence, and self-worth are learned skills and behaviours. Self Esteem is critical to life and career success.

    Lesson 11: Stress Management enables a student to learn how to mediate and manage the many pressures and stress of daily living in attending school and preparing for a successful, healthy life.

Achieving learning and teaching excellence is a lifelong process of developing and applying emotional intelligence skills. Emotional Intelligence skills and skill sets provide self-directed learning processes that lead to: (a) developing a coherent mind (constructive thinking), (b) empathic relationships (with self and others), and (c) neural integration (peace of mind or happiness).

PERSON-CENTERED LEARNING:
A FRAMEWORK FOR TEACHING EXCELLENCE

In our person-centered model of learning, teaching excellence is reflected in actual behaviours (emotional intelligence skills) rather than teacher qualities, personality characteristics, or traits. Teaching excellence involves both emotional and cognitive skills and behaviours. Again, the key element in our model of teaching excellence is the nature and quality of the relationship established with students.

Creating a positive and healthy learning environment is key to person-centered learning and teaching. Modelling EI skills in a passion driven (emotional) healthy learning environment provides a relationship focus essential for the scholarship of teaching and learning with goals of personal excellence for the teacher and student.

To illustrate our model of teaching excellence, Figure 3 provides a continuum of teaching excellence that differentiates positive and excellence teaching behaviours from toxic and negative (bad) teaching descriptors and behaviours.

Note the positive and excellence indicators and behaviours. These provide the essential parameters of person-centered teaching and learning excellence. In addition, the contrasts between toxic and bad descriptors are clear and can be observed as behaviours by peers and supervisors as well as learners.

The integration, interaction, and confluence of EI competencies and skills are what are truly important in our person-centered model of teaching and learning excellence. The modeling of EI skills, behaviours, and attitudes enables the development of healthy learning environments that foster excellence in learners.

TOXIC	BAD	POSITIVE	EXCELLENCE
Destructive, Damaging	Narcissistic	Ethical	Demonstrates genuine concern and caring for students
Interpersonal technique that damages the learning environment	Self-Centered	Credible	Models openness; respectful, and clear communication
Students perceive teacher as motivated by self-interest	Unethical	Collaborative	Students perceive support and concern for their well-being
Malevolent narcissism is the personality dynamic	Not Credible	Competent	Personality dynamic is balanced: mutual respect for self and others
Generates maximum anxiety over minimum significance	Dishonest with self and others	Relationship focus	Actively builds healthy and productive learning relationships and builds trust

TOXIC	BAD	POSITIVE	EXCELLENCE
Arrogant, self-serving, inflexible and petty	Coercive	Cooperative	Collaborative: problem solving focus/empowers
Maximizes interpersonal damage at the highest level	Incongruent	Congruent	Self-confident, acceptant, and tolerant of deficiencies in others
Extremely unethical/amoral	Intolerant	Acceptant	Models integrity and highly ethical behavior (Integrity)
Very politically astute	Impulsive	Constructive	Emotionally Intelligent

Figure 3. Continuum of Teaching Excellence – the behaviors associated with varying levels of teaching effectiveness.

Our model of teaching excellence is consistent with recent research in teaching effectiveness and the neuroscience of adult learning—the environment in which the brain learns best. Adult learning needs require an emotionally safe learning environment, permission to grow and change, and empowerment (Cozolino & Sprokay, 2006; Johnson, 2006; Perry, 2006; & Wolfe, 2006). Adults learn best and faster when the following conditions are evident in the learning environment:

- Personally meaningful frame of reference is respected; person-centered
- Pleasant learning outcomes; affirmation; freedom from threat and/or humiliation
- Positive Interpersonal relationships; acceptance, trust, honesty, respect, and caring
- Permission and empowerment to be positive, active, and competent
- Positive relationship with self (intrapersonal) and others (interpersonal); interdependence with environment

From a person-centered learning process, student perceptions of teaching excellence are important sources of information. Student perceptions are qualitatively different from those emphasized by traditional summative evaluation instruments used by most schools, colleges, and universities. For example, in a recent study (Thompson, Greer & Greer, 2006) students identified twelve characteristics of effective teachers as the following.

Characteristic   Behaviour
Fairness: Honest and equitable treatment of students
Positive Attitude: Meaning verbal praise, optimistic regarding student potential
Preparedness: Organized and ready to direct meaningful learning
Personal Touch: Connect with students in a personal way
Sense of Humour: Quick wit and ability to break the ice, non-hostile

Creativity:	Unique motivation of student learning
Admits Mistakes:	Recognizes mistakes and apologize for injurious behaviour
Forgiving:	Willingness to forgive student mistakes and start fresh daily
Respect:	Give and communicate respect for students as individuals
High Expectations:	Quality work and best efforts expected of students
Compassion:	Provide nurturing in an emotionally safe environment
Sense of Belonging:	Develop a sense of family belonging in the classroom

All of the characteristics of teaching effectiveness identified by students center around the general theme of caring. Teaching excellence is reflected in caring and nurturing relationships with students in a learning environment that is emotionally safe and free of excessive threat. Student motivation and learning are increased when students experience trust, caring, and protection from threat.

Another excellent and well-designed study of student perceptions of effective college teachers (Onwuegbuzie et al., 2007) raised serious questions regarding the validity and generalizability of traditional summative teacher evaluation forms currently used by many colleges and universities. Using a sequential mixed-methods study and analyses, these researchers developed a CARE-RESPECTED Model of Teaching Evaluation, which represents characteristics students consider as reflective of effective college teaching. The CARE-RESPECTED Model is comprised of four meta-themes; communicator, advocate, responsible, and empowering. The nine themes identified in the model were: responsive, enthusiastic, student-centered, professional, expert, connector, transmitter, ethical, and director.

Our person-centered learning model and framework for teaching excellence are aligned with studies related to Care-Respect models using student perceptions for evaluation of teaching. Additionally, we integrate the research and central features of positive approaches to healthy living, such as Rogers (1969), Epstein (1998), Snyder (1994, 2000, 2002), Seligman (1998, 2002)), and Sternberg (2007).

In our education and transformative models of emotional intelligence, teaching and learning excellence are best achieved by understanding and using constructive thinking (Epstein, 1998) with the learned abilities, skill sets and skills of the Emotional Skills Assessment Process (ESAP). The core elements of positive regard, genuineness, and congruence (Rogers, 1969), hope theory and hopeful thinking (Snyder, 1994, 2002), optimism and optimistic thinking (Seligman, 1998, 2002), and successful intelligence (Sternberg, 2007) illustrate the importance of person-centered learning and teaching.

The classroom environment for transformative learning is characterized by respect for the learner and encourages meaningful engagement and dialog. Teaching and learning are viewed as active, cooperative, and collaborative. The teacher is active in the learning process and learns with students through positive and engaging interactions. In transformative learning with emotional intelligence, we refer to the teacher as a mentor to students – to improve achievement and learning excellence.

Person-centered teaching and transformative learning empowers students to: (a) develop healthy and productive relationships, (b) solve problems and make good decisions, (c) manage self in achieving goals, (d) stay attuned to healthy

outcomes, and (e) behave wisely and responsibly. Transformative learning is learning that understands and values the contributions of the emotional mind.

MENTORING WITH EMOTIONAL INTELLIGENCE – THE EMOTIONAL LEARNING SYSTEM

Intelligent self-direction is an overarching goal of mentoring, teaching excellence, and transformative learning. In our person-centered education and transformative learning models of EI, the ESAP, Emotional Learning System (ELS), and book for students provide the assessments, essential learning processes, and EI lessons for students and teachers. Cognitive, experiential, and behavioural levels of learning are presented and developed in a structured and sequential process.

Mentoring with EI includes the five basic steps of the ELS – Explore, Identify, Understand, Develop, and Apply – and adds the sixth, seventh, and eighth steps for more in-depth learning with the ELS Mentoring Process and Emotional Intelligence. These additional learning steps and processes guide the teacher-student and mentor-protégé through improving performance and satisfaction with more in-depth emotional learning and behavioural change to intelligent self-direction.

Step 6: Changing Problematic Behaviours with Facilitated Mentoring, Coaching, and/or Counseling. This ELS process step involves applying self-corrective behaviours for positive personal change. The learning outcome is directed toward behavioural change of situation specific behaviours (cue determined behaviour as focus). The level of personal change is to reduce emotional reactivity with constructive, reflective versus reactive thinking resulting in more effective behaviours.

Step 7: In-Depth Behavioural Change with extended mentoring, coaching, counseling, and/or specific emotional learning. This ELS process includes more in-depth emotional learning in a supportive relationship to identify, understand, and change long-standing and self-defeating behavioural patterns. The learning outcome is a more in-depth behavioural change of characteristic and problematic behavioural patterns involving negative emotions such as anger, anxiety (fear), and sadness. The level of change is focused on self-valued and positive change of problematic behavioural patterns, improved relationships, emotional self-control, and productivity.

Step 8: Intelligent Self-Direction with continued emotional learning and EI skill development for self-monitoring, self-directed coaching, self-correction of problematic behaviours and problematic situations. The learning outcomes in this ELS step include continued learning and refinements at cognitive, experiential, behavioural levels. The student and protégé moves more toward self-renewal and personal excellence in life and work standards. Personal goals are intelligent self-direction, intentional positive, productive behaviours supported by cognitive and EI skills, positive and healthy daily habits, and effective relationships

The Emotionally Intelligent Teacher–Mentor

Emotionally healthy behaviour is reflected in characteristic ways of (a) thinking, (b) identifying, managing, and expressing feelings, and (c) choosing effective behaviours. Becoming an emotionally intelligent teacher and mentor is a journey and process, not an arrival state or end result. Emotionally intelligent teachers and mentors are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. Emotionally intelligent teachers and mentors learn and apply emotional intelligence skills and model the key goal behaviours, skills, and competencies of emotional intelligence in order to improve:

- physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);
- productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence);
- self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
- communication in personal and work relationships (Assertion);
- ability to manage anxiety and improve performance under pressure (Anxiety Management);
- ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- ability to understand and accept differences in others and diversity issues (Empathy);
- ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);
- ability to positively impact, persuade, and influence others (Leadership);
- ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);
- ability to manage time to meet goals and assignments (Time Management);
- ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and the
- ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).

The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers and mentors develop plans of action to learn and apply emotional intelligence skills. Teachers and mentors who intentionally develop emotional skills and model emotionally intelligent behaviour on a daily basis experience more success and satisfaction in their professional career and life.

Emotionally intelligent teachers and mentors are more resilient and proactive in responding to stressors and less likely to develop emotional reactivity, distress, and burnout. Teachers and mentors who model emotional intelligence are characterized by: intentional reflective (not reactive) behaviour, more flexible (not resistant to

change), assertive communication (not aggressive or anxiety driven), more optimistic and hopeful (not pessimistic and negative), a reliance on skills and positive habits (not reactive habits).

CONCLUDING STATEMENT

Emotional intelligence skills are key factors in personal, academic, and career excellence. Educators in schools, community colleges, and universities are committed to achieving high standards of academic achievement, teacher and student productivity, and responsible behaviour. Our long-term and current research calls for the inclusion of emotional intelligence skills and competencies to be delivered in transformative learning environments in education and organization settings.

Our scholarship of teaching and learning is theory based and consistent with affective neuroscience and how the adolescent and adult minds learn and work best. Individuals defined as "at-risk" often respond well to our positive and person-centered approaches. New and first-generation college students bring a richness of experience, cultural heritage, and geography into the classroom and work force. When encouraged and supported in caring and respectful learning environments, they realize they have the ability to be successful and become even better students.

Achieving excellence in teaching, learning, work, and life is a continuing process of building quality from within over a lifetime. Our Transformative Theory of Emotional Intelligence, ESAP and family of assessments, and Emotional Learning System provide a research-derived and positive framework for teaching, learning, mentoring, and coaching. Our overarching goal is to facilitate meaningful learning and Intelligent Self-Direction for healthy living and productive working.

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SUSAN D. MYERS AND CONNIE W. ANDERSON

CONCLUDING THOUGHTS

Mentoring takes on many different forms as we have observed in these chapters. The authors have shared perspectives from students, teachers, and faculty in higher education that provides narratives from various contexts. We heard from those who mentored each other as colleagues, as well as those who provided leadership and modelled mentorship.

The models provided in this book should help those who wish to develop mentoring programs or to deepen an existing program. As we have seen, mentoring begins far before one enters the profession, and may be carried out through an entire career.

As mentoring becomes more widely practiced in our global society, these studies and stories can help us define mentoring and mentoring best practices to establish a framework for educational settings. We hope you have gained a deeper knowledge of what mentoring can look like and how it has impacted all of those represented in this book.

Thank you to all of those who chose to share their stories and studies with us to help us all better understand mentoring and its broader meaning. As mentoring continues to evolve we anticipate that the dialogue among mentors and mentees will continue to create strong relationships for future endeavours.

AUTHOR BIOGRAPHIES

RONI ADAMS

Roni Adams is an associate professor and coordinator of the Elementary Education program at Southern Oregon University. Her current research explores core reflection, teacher education, social and emotional learning, and issues in diversity and social justice.

STEPHANIE G. ADAMS

Stephanie G. Adams, Ph.D**.,** is the Department Head and Professor of Engineering Education at Virginia Tech. Her research interests include Team Effectiveness, Collaborative and Active Learning, Engineering Education and Quality Control and Management. Dr. Adams is an honor graduate of North Carolina A&T State University, where she earned her BS in Mechanical Engineering, in 1988. In 1991 she was awarded the Master of Engineering degree in Systems Engineering from the University of Virginia. She received her Ph.D. in Interdisciplinary Engineering from Texas A&M University in 1998. She is the recipient of numerous awards, including: the 2008 DuPont Minorities in Engineering Award from the American Society of Engineering Education; the Holling Teaching/Advising/Mentoring Award, the Henry Y. Kleinkauf Outstanding Assistant Professor Teaching Award, the Assistant Professor Service Award and the Chancellor's Fulfilling the Dream Award from the University of Nebraska-Lincoln; and the Janice A. Lumpkin Educator of the Year from the National Society of Black Engineers. In 2005 she was selected as an AAAS/NSF Science and Engineering Policy Fellow and in 2006 she was an Invited Participant for the U.S. Frontiers in Engineering Symposium hosted by the National Academy of Engineering.

CONNIE W. ANDERSON

Connie Wilson Anderson, Ed.D., is an Associate Professor of Curriculum and Instruction in the College of Education at Texas Tech University in Lubbock, Texas and serves as Co-Director of the Academy for Teacher Induction Support and Assistance. She has 39 years of experience in educational institutions in Oklahoma, Nebraska and Texas. Her experiences at the public school level include teaching and working with diverse ethnic and cultural student populations in rural and urban "at risk" public schools and at the university level with field-based teacher education programs in Historically Black Colleges and Universities, land-grant tier 1 research universities, and community colleges. Her research interests include the mentoring and induction of new teachers and the professional concerns of first year teachers.

DEANNA G. BERMUNDEZ

Dea Bermudez is the Coordinator of Field Experiences for University of Missouri – Kansas City. Dea received her Bachelor of Science from University of Missouri – Columbia and her Masters of Arts in Multicultural Education from Northern Arizona University. She has been a teacher and administrator, K-8, in both charter

and public schools. Dea's current focus is on mentorships for Cooperating/Mentor Teachers and Student Teachers in multicultural settings in urban school districts.

CHARLOTTE J. BOLING

Charlotte J. Boling, Ph.D. graduated from the University of Southern Mississippi in 2002 with a doctorate in Literacy Education and an emphasis in instructional design. She is currently an Associate Professor in the School of Education at the University of West Florida where she directs and delivers Reading Education undergraduate and graduate curriculum online. In addition to university coursework, Charlotte contributed to several online professional development projects for teachers including the Florida Online Professional Development Program (FOR-PD) and the Florida Inclusion Network (FIN) Reading 101.

SUSAN BRANDT

Susan Brandt is an Assistant Professor of Production Management in Entertainment Technology department at New York City College of Technology, CUNY. Sue is the Production Manager for the Entertainment Technology Department as well as Theatreworks; the resident theatre company at New York City College of Technology. She also has created the sound designs for LA women's Shakespeare Festival productions of "A Winter's Tale" and the "Tempest", and "Merchant of Venice." Sue was the Chair of Southern California Section of USITT from 2003 to 2008. Sue's current research has begun with preliminary research in developing a networkable and intelligent cue light system.

BONITA BUTNER

Dr. Butner received her Ph.D. in Educational Leadership and Policy Analysis, Higher Education Administration from the University of Missouri – Columbia. Her research examines racial and ethnic minority issues. Specifically, she interested in perceptions and experiences of minority faculty and students viewed through the social context of the higher education setting. Currently, she teaches courses in Higher Education at the University of Missouri- Kansas City.

LOYCE CARUTHERS

Dr. Loyce Caruthers is an Associate Professor in the division of Educational Leadership, Policy and Foundations where she teaches courses in qualitative research and pk-12 administration and serves as Program Coordinator for the Doctor of Education in pK-12 Administration. Her background includes extensive experiences as a teacher and administrator in Missouri as well as school reform and desegregation through her work with the regional laboratories, funded by the U.S. Department of Education. Dr. Caruthers' research involves the use of narratives or storytelling to break the persistent silence surrounding race, ethnicity, class, and gender in schools and other institutions, urban school reform, educational leadership, and the social context of schools.

FANNI L. COWARD

Fanni Liu Coward is an Assistant Professor of the College of Education at the Texas Tech University. Originally from Taiwan, Dr. Coward holds a B.A. in English Literature from Tamkang University, Taipei, Taiwan. After receiving her

undergraduate degree in Taiwan, she came to the United States and received a M.A. in Foreign Language Education from The Ohio State University, and a Ph.D. in Educational Psychology from the University of Texas in Austin. Her research interests center around the interaction of psychological factors in adult learners. Currently, she is involved in research projects that are related to teacher identity, multimedia learning, and diversity in the context of learning and teaching.

MONICA F. COX

Monica F. Cox, Ph.D., is an Associate Professor in the School of Engineering Education at Purdue University. She obtained a B.S. in mathematics from Spelman College, a M.S. in industrial engineering from the University of Alabama, and a Ph.D. in Leadership and Policy Studies from Peabody College of Vanderbilt University. Teaching interests relate to the professional development of graduate engineering students and to leadership, policy, and change in science, technology, engineering, and mathematics education. Primary research projects explore the preparation of engineering doctoral students for careers in academia and industry and the development of engineering education assessment tools. She is a NSF Faculty Early Career (CAREER) award winner and is a recipient of a Presidential Early Career Award for Scientists and Engineers (PECASE).

DONNA M. DAVIS, PH.D.

Dr. Donna M. Davis is an Associate Professor in the division of Educational Leadership, Policy and Foundations where she teaches coursework in historical, philosophical, and sociological foundations of education. She taught high school English in the Los Angeles Unified School District for nearly a decade before earning her doctorate at the University of Kansas. Her research areas include multicultural education, history of education and schooling in the United States, desegregation, and urban social-cultural context of schools. Dr. Davis' work emphasizes the need for institutional caring as it relates to oppressed and marginalized groups.

DEBRA S. GENTRY

Debra Gentry is currently an Assistant Professor of Higher Education at the University of Toledo in Toledo, Ohio. She teaches Higher Education courses at the master's and doctoral levels such as Organization and Management of Student Affairs; College and University Curriculum; Student Development Theory; and Learning and Teaching in Higher Education. Her research interests focus on college student development of well-being and teaching and learning in post-secondary education.

WILLIAM GREENE

William Greene is a professor and chair in the School of Education at Southern Oregon University. His current research explores core reflection, the human potential, and contemplative practices in a holistic framework of teaching and learning.

RICHARD HAMMETT

Richard (Rick) Hammett, Ed.D., is graduate lecturer in adult education and doctoral lecturer in educational leadership at Texas A&M University-Kingsville. He is a principal in Emotional Intelligence Learning Systems (EILS), founding faculty member of Emotional Intelligence Training & Research Institute (EITRI), and executive editor for The International Journal of Transformative Emotional Intelligence (TIJTEI). To learn more about the transformative model of emotional intelligence, visit www.eitri.org and www.eilearningsys.com.

STACY A. JACOB

Stacy A. Jacob is an Assistant Professor of Student Affairs in Higher Education in the Department of Counseling and Development at Slippery Rock University. She has a B.A. from Austin College in Communication Arts, a M.A. from the University of New Orleans in Higher Education and a Ph.D. from Indiana University in Higher Education. Her research interests include college choice, college students, and the Scholarship of Teaching and Learning (SoTL). Stacy enjoys experimenting with different teaching methods in the classroom.

MARGARET JOHNSON

Margaret (Peggy) Johnson is the Vice Dean of the College of Education at Texas Tech University. She has been an administrator in the College since 1998. She received her Ph.D. from the University of Florida and teaches in the program area of Language and Literacy. She has been instrumental in creating a study abroad program for the College in the Dominican Republic. Her current interest is in the reform movements in teacher education.

YOUNGHEE KIM

Younghee Kim is a professor and coordinator of the Early Childhood Development program at Southern Oregon University. Her current research includes core reflection, holistic learning and teaching, whole child development, the human potential, and reflective/contemplative practices in teacher development.

MELLINEE LESLEY

Mellinee Lesley, Ph.D is an Associate Professor in the field of literacy education at Texas Tech University. As a literacy practitioner, her research interests include critical literacy, adolescent literacy, content area literacy, and teacher education. Dr. Lesley's research in these domains has been published in the *Journal of Adolescent & Adult Literacy, Literacy Research & Instruction, Language Arts, The Teacher Educator,* and a forthcoming book entitled *Invisible Girls: At-Risk Adolescent Girls Writing Within and Beyond School* (Peter Lang). Currently, Dr. Lesley is engaged in ongoing research involving teacher candidates' dispositions and knowledge about content area literacy. Dr. Lesley is a National Writing Project Fellow and holds a Ph.D. in Education (Reading/Writing/Literacy) from the University of Pennsylvania.

GARY LOW

Gary Low, Ph.D, Professor Emeritus of Education, Texas A&M University-Kingsville, and Principal, EI Learning Systems, he is co-author and developer with

Darwin Nelson of the Emotional Learning System and education and transformative models of emotional intelligence. He is a founding faculty member of Emotional Intelligence Training and Research Institute (EITRI). He has developed and taught EI-centric courses for first-year and doctoral students and is Patron and Founding Member of Forum for EI Learning (FEIL) in India.

CYNTHIA LUNA

Cynthia Luna has been an educator in an urban and suburban school district for 33 years. She has experience as a special education teacher, elementary classroom teacher, assistant principal, elementary principal and district testing coordinator. She was selected by the National Association of Elementary School Principals as the 2004 National Distinguished Principal for the state of Texas. Cynthia has a B.A. and M.Ed. from the University of Texas at San Antonio. As an independent educational consultant, she coaches principals from public, private and charter schools throughout the state of Texas.

CYNDI LYNCH

Cyndi Lynch is the Director of Fellowships and Graduate Student Professional Development for the Purdue Graduate School. Ms. Lynch is a registered veterinary technician, focusing on animal behavior. She holds a bachelors degree in Animal Science and a Master of Science degree in Curriculum and Instruction from Purdue University. Her research focuses on doctoral student engagement and assessment of doctoral student learning outcomes in identified best practices, including mentoring, developing effective writing strategies, orientations and transition courses, and doctoral student professional development. Ms. Lynch instructs Purdue's Preparing Future Faculty course and the Preparing Future Professionals course.

REAGAN MASON

Reagan Mason attended the University of Colorado in the fall of 1983 after almost graduating high school the previous spring, and finally graduated from Texas Tech University in 2010, where he is currently pursuing a Master's Degree in Curriculum and Instruction. In between he married his best friend and high school sweetheart Tracy and they have four kids, five dogs, two cats and a lizard. Reagan also has almost 200 sixth and seventh grade science students and in his ample free time plays chess, reads, and writes poetry and short stories.

SHIRLEY MARIE (S. MARIE) McCARTHER

Dr. McCarther is an Assistant Professor in Urban Leadership and Policy Studies at the School of Education where she teaches courses in educational administration, foundations, and diversity. Dr. McCarther worked as a teacher, administrator and program developer in PK-12 settings in urban, suburban, and rural districts across the country. Her research agenda focuses on equity and access across urban education and leadership issues and includes educational administration, educational policy, and leadership preparation programs. Marie's work embraces narrative studies, ethnography, documentary, and historiography; all giving voice to those long silenced across race, class, and gender boundaries.

CRAIG MCCARRON

Craig McCarron, Ph.D., is an assistant professor of mathematics at the University of the Incarnate Word. He is an award-winning mathematics teacher and his research foci are cognitive load in mathematics learning and cognitive load in teacher preparation.

SALLY MCMILLAN

Sally McMillan is an Associate Professor in Curriculum Studies at Texas Tech University. Dr. McMillan's research interests fall under the umbrella of narrative theory and include: knowing through narrative, narrative inquiry, adolescent literature, interdisciplinary nature studies and the contributions of present-day teachers and 19th-century women writers to education.

SUSAN D. MYERS

Susan Myers, EdD, is an Associate Professor in Curriculum and Instruction at Texas Tech University. She is also the Program Coordinator for Curriculum Studies and co-developed and implemented the Master Mentor Certificate. Her research interests include mentoring teacher candidates, particularly post baccalaureate routes to teacher certification, and mentor teachers at all levels. Dr. Myers has taught at all levels, including over 15 years in public schools, undergraduate teacher preparation courses and graduate level courses.

DARWIN NELSON

Darwin Nelson, Ph.D, is an experienced and distinguished teacher, educator, and researcher. A Diplomate, American Psychotherapy Association, and Principal, EI Learning Systems, he is co-author of *Emotional Intelligence: Achieving Academic and Career Excellence* and *Fuelling Success: How Emotional Intelligence Helped HPCL and Its Employees to Grow*. He is a founding faculty member of Emotional Intelligence Training and Research Institute (EITRI). He has taught at all levels and is Patron and Founding Member of Forum for EI Learning (FEIL) in India.

MARGARET A. PRICE

Margaret (Peggie) Price is an associate professor and currently the Interim Department Chair of Curriculum Studies and Teacher Education. She teaches both undergraduate and graduate courses in secondary teacher education and qualitative research methodologies. Her research interests include professional development schools, teachers' lives, curriculum issues and policy, and constructivist methodologies

COREY POWELL

Cory Powell, BA is Associate Director of Mentor Tech in the Cross-Cultural Academic Advancement Center in the Division of Institutional Diversity, Equity and Community Engagement at Texas Tech University in Lubbock, Texas. An alumnus of Texas Tech, he is co-founder of the Lauro Cavazos and Ophelia Powell-Malone (Mentor Tech) Mentoring Program and is founder and Pastor of New Dimensions Tabernacle Church in Lubbock, Texas where he also mentors college students.

REESE H.TODD

Reese H. Todd is an associate professor in the Department of Curriculum and Instruction in the College of Education at Texas Tech University and elementary program coordinator. Her research interests include service-learning/ community engagement, social studies education, and geography literacy with particular emphasis in using spatial thinking skills with young learners. Her research with partners in rural schools informs her scholarship and her teaching of social studies courses including graduate seminars in global education and spatial thinking.

FERNANDO VALLE

Fernando Valle is a South Texas native and received a B.S. degree from The University of Texas at San Antonio, masters' degrees in Guidance and Counseling and School Administration and a doctorate in Educational Leadership from The University of Texas Pan American. After serving as a middle school teacher, middle and high school counselor, and high school administrator in border public schools he transitioned into higher education. Valle currently serves as an assistant professor in the Educational Leadership Program at Texas Tech University where he teaches graduate and doctoral level courses and researches facets of school change that advance leadership development; through the lenses of school reform, Latina/o educational leaders, and issues of equity and social justice.

JILL T. WHITE

Jill T. White graduated from the University of Tennessee in 1993 with a doctorate in Technological and Adult Education. She is currently an Associate Professor in the Department of Applied Science and Technology at the University of West Florida where she directs and delivers the Workforce and Program Development undergraduate and graduate curriculum online. Her work with the Next Generation Learning Community (NGL) has included coordinating workshops with Ford Motor Fund to provide teachers an opportunity to participate in curriculum redesign to meet educational reform

JIABIN ZHU

Jiabin Zhu is a Ph.D. Candidate in the School of Engineering Education at Purdue University. She obtained a B.S. in Physics from East China Normal University, a M.S. in Optics from Chinese Academy of Sciences, and a second M.S. in Biomedical Engineering from Purdue University. Her primary research interests relate to the professional development and mentoring of engineering graduate students. She is a student member of American Society for Engineering Education (ASEE).