A Study of Shared Instructional Leadership by Mentor Teachers in Southern California

Rita M. King EdD

University of San Diego

Follow this and additional works at: https://digital.sandiego.edu/dissertations

Part of the Leadership Studies Commons

Digital USD Citation


https://digital.sandiego.edu/dissertations/515

This Dissertation: Open Access is brought to you for free and open access by the Theses and Dissertations at Digital USD. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.
A STUDY OF SHARED INSTRUCTIONAL LEADERSHIP
BY MENTOR TEACHERS IN SOUTHERN CALIFORNIA

by
Rita M. King

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of San Diego
1988

Dissertation Committee
Robert L. Infantino, Ed.D., Director
Edward Kujawa, Ph.D.
Joseph C. Rost, Ph.D.
ABSTRACT

A Study of Shared Instructional Leadership
by Mentor Teachers in Southern California

KING, Rita M., Ed.D. University of San Diego, 1988
Director: Robert L. Infantino, Ed.D.

Can implementation of a mentor teacher program create instructional leadership opportunities resulting in retention of talented and dedicated educators, eliminate teacher isolation, and promote teacher empowerment, collegiality, and teacher and administrator collaboration?

The purposes of this research were to determine the extent to which mentor teachers have become instructional leaders and to show activities and interactions in which mentors demonstrated instructional leadership with colleagues within one district. The research examined a sample number of formal and informal key relationships.

Six research questions examined qualitative interview data and quantitative survey questionnaire data from mentor teachers, teachers who may or may not have been served by mentors, principals, the district officials in charge of the mentor program, and a teacher association official.

1. Did the mentor teachers create real, intended change for other teachers?

2. Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?
3. Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teaching and administrator collaboration?

4. Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?

5. Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?

6. What power resources did the mentor teachers use to exert leadership?

The results indicated that most teachers in this study who worked with mentors felt more positive about themselves and about teaching. They learned new teaching techniques.

Staff development training for mentors, especially in workshop presentations, conferencing, and peer coaching skills with teachers, changed norms for working with some teachers and principals. Other training, such as lesson organization, helped mentors in their own class settings.

Two criteria influenced whether a mentor and teacher continued working together over time: the mentor's ongoing relationship in building rapport and trust, and the teacher's perceptions of the mentor's teaching skills.

The study concludes with a series of implications, recommendations, and suggestions for further research which can strengthen the mentor and other incentive programs.
DEDICATION

To the teachers in my life
who have led me into worlds within and beyond myself
that I could not have known how to explore
without them.

And,

to the teachers with vision, inspiration, and commitment,
who share in leading the profession
into new worlds of instructional quality
that it could not explore
without them.
ACKNOWLEDGEMENTS

The realization of this goal only could have occurred collaboratively. My first desire is to thank each dissertation committee member, all of whom are scholars.

Most grateful thanks to Dr. Bob Infantino, my advisor throughout the doctoral program and my dissertation chairman. He always has believed in me. His total trust and confidence during the lengthy process of this dissertation frequently was the light that helped me to see through dark times. I immensely value Dr. Infantino's competence, his consistent leadership in teacher education and in the San Diego Area Writing Project, and the friendship that has grown between us over the years.

The doctoral program itself is epitomized in Dr. Joe Rost. His willingness to help me see beyond the worlds I understood upon entering the doctoral program has brought me new passion and vision about my place in education. My deepest expression of thankfulness to a man who has dedicated his life to leading forth others with courage and the highest level of personal and professional integrity.

There is a spirit in Dr. Ed Kujawa that has inspired me. He always exhibits a gratefulness about life that poignantly helps me acknowledge the precious nature of my own life. My sincere appreciation to Dr. Kujawa who skillfully has pointed me into intellectual directions that I would not have understood without his insight and careful analysis.
Besides my dissertation committee, I would like to acknowledge Far West Educational Research Laboratory, the San Diego County Office of Education, and the school district in which I conducted this study.

Immense gratitude to Judith Warren Little, formerly from Far West Regional Educational Laboratory in San Francisco, who allowed me to conduct a portion of its statewide study. She is a role model, a scholar I greatly admire, and a woman whose leadership in education significantly contributes to changing how schools and how people within schools function and grow.

My thanks to Dr. Gerald Rosander, former superintendent of the San Diego County Office of Education, who permitted a restructure of my work calendar so that I might conduct this study, and to several colleagues who have given me ongoing emotional encouragement to complete this work.

To Tom Bird, Judith Shulman, and others at the Far West Regional Educational Laboratory who assisted me with many hours on tasks related to the interview data collection process, I am very grateful. To the district mentor coordinator who exhibited an ongoing, joyful collegiality that permitted me freedom to interview and survey people throughout the district, my special appreciation.

I also want to acknowledge and thank each person who contributed to the data collection for this study by being interviewed or surveyed. They know who they are. It is they who breathed life into this research.

iv
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>CHAPTER ONE: STATEMENT OF THE ISSUE</td>
<td>1</td>
</tr>
<tr>
<td>The California Mentor Teacher Program</td>
<td>3</td>
</tr>
<tr>
<td>Purposes of This Study</td>
<td>13</td>
</tr>
<tr>
<td>CHAPTER TWO: REVIEW OF THE LITERATURE</td>
<td>19</td>
</tr>
<tr>
<td>Current Practices of Principals as Instructional Leaders</td>
<td>19</td>
</tr>
<tr>
<td>The Pressing Need for Teachers to Share in Instructional Leadership</td>
<td>24</td>
</tr>
<tr>
<td>Strategies that Encourage Shared Instructional Leadership</td>
<td>36</td>
</tr>
<tr>
<td>Facilitating the Development of Teachers into Instructional Leaders</td>
<td>39</td>
</tr>
<tr>
<td>CHAPTER THREE: RESEARCH DESIGN</td>
<td>51</td>
</tr>
<tr>
<td>Chronological Summary of Research Procedures</td>
<td>52</td>
</tr>
<tr>
<td>Research Design</td>
<td>55</td>
</tr>
<tr>
<td>Data Gathering Methods</td>
<td>58</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>59</td>
</tr>
<tr>
<td>CHAPTER FOUR: ANALYSIS OF DATA</td>
<td>69</td>
</tr>
<tr>
<td>Overview of Analysis</td>
<td>71</td>
</tr>
<tr>
<td>Research Question One</td>
<td>77</td>
</tr>
<tr>
<td>Research Question Two</td>
<td>108</td>
</tr>
<tr>
<td>Research Question Three</td>
<td>122</td>
</tr>
<tr>
<td>Research Question Four</td>
<td>136</td>
</tr>
<tr>
<td>Research Question Five</td>
<td>153</td>
</tr>
<tr>
<td>Research Question Six</td>
<td>196</td>
</tr>
<tr>
<td>Vignette Analysis</td>
<td>205</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<p>| CHAPTER 5: SUMMARY, INTEGRATION AND SYNTHESIS, |  |
| IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS | FOR FURTHER RESEARCH | 225 |
| Summary of the Research | 227 |
| Shared Instructional Leadership: A Synthesis | 235 |
| Implications for Teachers as Instructional Leaders | 241 |
| Recommendations Aimed at Strengthening Collaborative, Shared Instructional Leadership Among Mentor Teachers and Other Educators | 247 |
| Suggestions for Further Research | 250 |
| Concluding Remarks | 253 |
| REFERENCES | 255 |
| APPENDICES | 264 |</p>
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distribution of Survey Sample by Population and Gender</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Distribution of Survey Sample by Gender and Teaching and Level</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>Distribution of Survey Sample by Population and Teaching Level</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>Distribution of Interview Sample by Population, Level, and Gender</td>
<td>74</td>
</tr>
<tr>
<td>5</td>
<td>Distribution of Interview Sample by Population and Gender</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Distribution of Interview Sample by Population and Level</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Approval by Population of Having a Mentor Observe Three New Teachers' Classes</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Perceptions by Population of Actually Having a Mentor Observe Three New Teachers' Classes</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Approval by Level of Having a Mentor Observe Three New Teachers' Classes</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>Perceptions by Level of Actually Having a Mentor Observe Three New Teachers' Classes</td>
<td>82</td>
</tr>
<tr>
<td>11</td>
<td>Teacher Introduction to the District's Mentor Program</td>
<td>84</td>
</tr>
<tr>
<td>12</td>
<td>Reasons Teachers Gave for Working with a Mentor</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>Teacher Perceptions of Results of Work with Mentors</td>
<td>87</td>
</tr>
<tr>
<td>14</td>
<td>Mentor Main Activities as Described by Mentor Teachers</td>
<td>89</td>
</tr>
<tr>
<td>15</td>
<td>Suggestions by Principals for Increasing Mentor Program Effectiveness</td>
<td>92</td>
</tr>
</tbody>
</table>
29 Types of Principal and Mentor Teacher Communication ..................................... 129
30 District Assistance to Principals for Use of Mentor Teachers .......................... 131
31 Approval by Population of Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials .......................... 132
32 Perceptions by Population of Actually Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials .......................... 138
33 Approval by Level of Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials .......................... 141
34 Perceptions by Level of Actually Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials .......................... 141
35 What Counts Most by Population in Deciding Whether to Work with a Mentor .......................... 142
36 What Counts Most by Level in Deciding Whether to Work with a Mentor .......................... 143
37 What Matters Most by Population in Determining How a Mentor Works with Another Teacher .......................... 149
38 What Matters Most by Level in Determining How a Mentor Works with Another Teacher .......................... 149
39 Principal Support of Mentors or the Mentor Program ..................................... 156
40 Mentor Perceptions of Teachers' Responses to Mentors ..................................... 158
41 Mentor Program's Importance to Others ..................................... 161
42 Reasons Why Teachers Applied to Become a Mentor Teacher ..................................... 163
43 Current Attractiveness of District's Mentor Teacher Program ..................................... 166
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Conceptual Model of Mentor Relationships</td>
<td>61</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>DEMOGRAPHIC DATA</td>
<td>265</td>
</tr>
<tr>
<td>B</td>
<td>A SURVEY OF JUDGEMENTS ABOUT AND REPORTS OF THE WORK OF MENTOR TEACHERS</td>
<td>267</td>
</tr>
<tr>
<td>C</td>
<td>MENTOR INTERVIEW</td>
<td>278</td>
</tr>
<tr>
<td>D</td>
<td>PRINCIPAL INTERVIEW</td>
<td>301</td>
</tr>
<tr>
<td>E</td>
<td>TEACHER INTERVIEW</td>
<td>320</td>
</tr>
<tr>
<td>F</td>
<td>MENTOR COORDINATOR INTERVIEW</td>
<td>332</td>
</tr>
<tr>
<td>G</td>
<td>DISTRICT OFFICIAL/TEACHER ASSOCIATION OFFICIAL INTERVIEW</td>
<td>349</td>
</tr>
<tr>
<td>H</td>
<td>CONFIDENTIALITY FORM</td>
<td>369</td>
</tr>
<tr>
<td>I</td>
<td>LETTER OF INTRODUCTION</td>
<td>371</td>
</tr>
</tbody>
</table>
CHAPTER I

STATEMENT OF THE ISSUE

Introduction

The issue of teacher quality faces the education system at the same time as societal needs demand greater intellectual rigor from teachers. Deans of many schools of education are reporting that the quality of students entering the field has dropped even as educational leaders speak to the needs for reform and renewal (Sykes, 1983).

One crucial issue in teacher recruitment involves the career potential of a new classroom teacher. Professional relationships among teachers have changed little over the past century in the schooling business. Lieberman and Miller (1984) reported that isolation among all levels of teachers has created a profession that does not have "a shared culture based on the movement from knowledge to experience in the company of one's peers" (p. 4).

Another major area that needs reform is the salary opportunities of a career teacher. Lortie's sociological study (1975) indicated few potential upward steps in teaching. The steps hold less significance than one might expect to find in middle class work. Lortie's terms, "staged careers" and "unstaged careers" are helpful in
describing the differences in impact between an open-ended income profile and an incremental, mechanistic teacher salary structure.

Staged careers are those that might start at a relatively low income level but which possess a potential to move up through a series of significantly higher earning positions. An example of a staged career would be that of a lawyer in a law firm with the open-ended potential for advancement.

Unstaged careers, in contrast, are those in which income gains may be steady and incremental throughout a career. This lockstep advancement occurs at a set pace. The teaching profession historically has been an unstaged career offering little opportunity for a person to find new opportunities for professional growth within the classroom teacher career path. Because there has not been a built-in incentive system to retain teachers, many motivated, talented, outstanding educators have chosen to leave the teaching profession, especially in the last decade.

There is yet another type of educational crisis. Fewer numbers of suitable candidates have been entering the teaching profession than have previously done so. As time moves closer to the 1990s, the teaching profession faces a serious period in its history as well as one that opens up new opportunities for vision.
Between 1985 and 1995, California's schools will have the opportunity to hire about 150,000 teachers because of enrollment growth, retirements, and resignations. Although people are going through training programs in California and are migrating to the state in sufficient numbers to meet this demand, a shortage is likely — not because we lack credentialed people in California, but because teaching today is a less attractive career than the alternatives open to bright people.

(California Round Table on Educational Opportunity, 1985, p. 3)

According to the Commons Report, California schools "must recruit nearly 85,000 additional teachers by the end of the decade" (California Commission on the Teaching Profession, 1985, p. 9). Serious study and efforts are required to address ways to encourage renewed professionalism among teachers, to redefine income options for teachers, and quickly to attract outstanding candidates into the teaching profession.

The California Mentor Teacher Program

While educational needs are prominently being called to the attention of the public, the legislators, and the profession itself, there are serious problems to confront before real change will emerge. One of these problems is the need to address the entrenched, static traditions of teachers. That issue becomes even more significant to study
since the inception of the California Mentor Teacher Program. This legislated innovation has created at least a temporary differentiation within the ranks of California teachers, thus affecting teacher roles, perceptions, traditions, and norms. The concept of "mentor" within the field of education can be traced to research led by Gary Sykes in the 1970s for the National Institute of Education, and by research conducted by the Rand Corporation (Sykes, 1983).

In 1983 a major piece of comprehensive legislation was enacted in California, Senate Bill 813, which also is known as the Hughes-Hart Act. The California Mentor Teacher Program represented one significant provision of that legislation and has become symbolic to many about whether the 1983 reform initiative will be successful. Garvin (1984) indicated that the success or failure of the California Mentor Teacher Program could strongly influence future California legislative appropriations to "reward excellence in teaching and upgrade instruction" (p. 25). One provision allowed for funding of up to five percent of all certificated teachers as mentor teachers from as many California districts as chose to participate in the program.

Because of the intentional lack of specificity of the state implementation regulations, each school district has had considerable freedom to design and implement the California Mentor Teacher Program according to its
particular agenda. Specific duties and responsibilities of mentors as stated in Section 44496(a) of the California Education Code include: "(1) the primary function of a mentor teacher shall be to provide assistance and guidance to new teachers. A mentor teacher may also provide assistance and guidance to more experienced teachers. (2) Mentor teachers may provide staff development for teachers, and may develop curriculum. (3) A mentor teacher shall not participate in the evaluation of teachers" (California Education Code, 1983).

Although California has decided not to call its program "merit pay," "career/master teachers," or a "career ladder," the state does reward some teachers by introducing at least temporary status differentiation through a title and a $4,000 yearly stipend. "Thus, while mentors must implicitly 'earn' the stipend, it is by definition an award or citation and not 'extra pay for extra work.'" (Wagner, 1985, p. 28).

The two primary goals of the Mentor Teacher Program are to retain and recognize outstanding classroom teachers and to improve the teaching profession through having these teachers with expertise assist others (Wagner, 1984). At the same time, mentors are prohibited from the evaluation of teachers. "California has neatly skirted the issue [of teachers evaluating teachers]." (Update, 1983).

Much of the implementation of Senate Bill 813/Assembly Bill 70 was left to the discretion of participating local
districts. That authority comes directly from the legislation within the 1983 California Education Code, Section 44495:

(a) A [locally based] selection committee shall be established to nominate candidates for selection as mentor teachers. The majority of the committee shall be composed of certificated classroom teachers chosen to serve on the committee by other certificated classroom teachers. (d) The final designation of any person as a mentor teacher shall be by action of the governing board of the school district from persons nominated pursuant to subdivision (b). The governing board may reject any nominations. (Senate Bill 813)

Mentor teachers are expected to change the behavior of other teachers and are expected to work for school improvement. They are given different resources and opportunities from those given to other teachers. These power resources result in the influencing of relationships aimed at teacher change through mentor assignments in staff development, curriculum development, and in the application of instructional technology.

Do skillful and dedicated teachers who become mentors feel that they are a source of greater influence on their profession than they were prior to becoming mentor teachers? "Teaching can be a very lonely profession" (Rodriguez & Johnstone, 1986, p. 99). Teachers do not have much history
of asserting their knowledge and skills outside the classroom sphere of influence, whether it be for a presently perceived need or for the opportunity to leave any form of legacy to the profession. Norms are such that educators seldom defer to their peers to alter their professional behavior, even if those peers have extensive knowledge and expertise. "Teachers inherit the same images of teaching that we all do, struggle toward proficiency virtually alone, and accumulate as much skill and wisdom as they can by themselves. Superb teachers leave their marks on all of us. They leave no marks on teaching" (Bird & Little, 1986, p. 496).

In 1985, Shulman and Hanson reported that through the mentor program there was an opportunity to reduce isolation among teachers and to provide access to the wisdom of teacher experts. Mentors have had an opportunity to share their knowledge and skills in improving schools and teaching.

Studies of schooling have looked at some of the roles of teachers; yet, one of the least studied and perhaps least understood roles is that of teacher as a sharer in instructional leadership. The process of implementing change through the California Mentor Teacher Program needs to be studied especially as it relates to teachers sharing in instructional leadership.
According to Bird (1986a) the position of a mentor teacher is focused on creating better classroom practice through two means: (1) by assisting new teachers as well as experienced teachers so that both are more able to be successful in the classroom and continue to grow professionally, and (2) by providing leadership and support by teachers. Wagner (1986) defined mentor leadership as collegial support for instruction, designing curriculum improvement processes, writing curricula, organizing resources for teachers and administrator work, and facilitating interaction of teachers with categorical program staff members.

Schools have increasingly complex cultures as the pattern of professional roles and behaviors and the expectations of various educational systems exert great influence on the school staffs. The California Mentor Teacher Program is a change legislated from the state, operated by the California State Department of Education, and which functions rather autonomously at the local level. School districts have what might be termed a loosely coupled connection with the state. There are some formal and many informal state influences because state and local stakeholders have differing needs.

In Fall, 1983, California State Superintendent of Schools Bill Honig urged local districts to respond and implement the mentor teacher program that was to begin in
January, 1984. Honig acted as a facilitator rather than director of the implementation process.

Districts opting not to participate in the Mentor Teacher Program during 1983-84 had an opportunity to participate in 1984-85 and beyond only if expansion funds were appropriated by the Legislature. Given the legislative stipulation that mentors could be designated for up to three years (and may then be reviewed and renominated), the Superintendent intended to provide priority funding to initial participants (Honig, 1983).

Mentors in 1983-84 were allocated at the rate of one mentor per 48 teachers. Funding did expand; but for districts that did not apply until the second year, 1984-85, the allocation rate was one mentor per 119 teachers (Kaye, 1985). There was considerable initial confusion at the local level. "The volatile issues of payment method, release time, makeup and procedures of the selection committee, use of support funds, mentor responsibilities and duties, and a host of other items related to working conditions were never ultimately addressed [by the legislation or by the state implementation guidelines]" (p. 35). Much was left to districts and to their individual relationships with employee organizations and their own interpretations of the law.

Cuban (1984) disagreed strongly with the way the SB 813 legislation reform was initiated. It was the broadest and
most expensive school reform bill the state had ever mandated. Cuban asserted that the manner in which change is made is as important as the changes that are made, and that not enough attention had been given to assist districts. Sykes' (1983) conclusion about teacher reform was that if implementation was not closely monitored, initiatives such as the mentor program could have been perceived as weakening administrative control. The reform initiative needed strong political leadership because of potentially powerful opposition.

Thus, with implementation of the mentor legislation at the local level, there were many variations across the state. Some districts rapidly designed programs that met district needs and created professional growth opportunities for mentors that met their own needs. As an example, Berger and Perino (1986) reported that Burbank allowed mentors to contribute to the goals of the district while encouraging mentors to grow professionally and to develop skill areas of their own choice. This is quite different from a number of other California districts during the initial implementation phase. Curto-Davis (1985) also noted that the power and influence of some local teacher association presidents blocked first year adoption of the mentor teacher program by some districts.

Kaye (1985) found that initial skepticism about the mentor program usually related to six issues: (a) scarcity
of mentor slots, (b) concern about whether or not the "best" teachers would be selected, (c) fear that experienced teachers would have to use the assistance of mentors, (d) concern about mentors needing extended absences from the classroom, (e) fear of too many demands on mentors, and (f) suspicion that mentors would end up evaluating other teachers, even though the law expressly precluded this possibility.

The California Mentor Teacher Program was designed to create school improvement and greater levels of staff competence. This research study is the first opportunity to learn whether mentor teachers are directly involved in sharing the leadership of instruction through a change process that elevates the staff and school to higher aspirations thus raising learning opportunities and academic standards for all students.

Training for mentors is central to the mentor role (Wagner, 1985; Lambert & Lambert, 1985), yet neither knowledge about adult learning theory nor skills of adult training or coaching were included in the criteria for mentor teacher selection. Wagner reported that "the authors of the legislation seem to have made a very tenuous assumption that the ability to work well with children implies an ability to work successfully with adults" (1985, p. 25). Lambert & Lambert noted a similar concern: "The most profound error that Mentor Teacher Program designers
could make is to ignore the substantial and rapidly growing body of knowledge about how adults learn and how interaction with a supportive colleague can contribute to learning and growth" (1985, p. 31).

In September, 1984, I contacted Judith Warren Little at the Far West Laboratory for Educational Research and Development about assisting them in the study the Lab was conducting on the California Mentor Teacher Program. Little, Senior Program Director for Far West Laboratory, accepted this offer of assistance as she saw my participation as a means of including southern California in the study. As a result of my participation, the Far West Laboratory was able to include an analysis of a major urban district in the southern part of California as part of its larger study.

Far West Laboratory designed and field-tested this study design and was the primary source for collecting data in ten districts elsewhere in the state regarding the first full year of implementation of the California Mentor Teacher Program. As part of that larger study, this researcher gathered data between January and June, 1985, which were then sent to Far West Laboratory for analysis.

In this present research, I utilized portions of the data that were gathered for the larger study in order to determine whether the mentor teacher program created
opportunities for teachers to share in the leadership of instruction.

**Purposes of This Study**

The purposes of this study were to determine the extent to which mentor teachers in California have become instructional leaders, and to show specific activities and interactions in which mentors demonstrated instructional leadership in their relationships with colleagues.

Historically, teachers have not left a legacy to their profession. Changes that have occurred in the profession have been made largely by federal, state, and local decision makers. At this time when teachers are being provided with different resources and opportunities through the California Mentor Teacher Program, can teachers become instructional leaders?

This research assessed the behavior of selected California mentor teachers during the first full year of implementing the California Mentor Teacher Program by using data collected by this researcher for Far West Laboratory's 1985 study. I conducted an indepth analysis of the data in an effort to answer certain questions that related to mentor teachers sharing instructional leadership in their schools and districts.
Research Questions

This research study examined the 1984-85 school year in one major school district in southern California as that district implemented the California Mentor Teacher Program.

Through the use of interviews and surveys, this researcher focused on discovering whether or not instructional leadership emerged from opportunities presented in the California Mentor Teacher Program in 1984-85. The following research questions were addressed:

1. Did the mentor teachers create real, intended change for other teachers?

2. Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?

3. Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teacher and administrator collaboration?

4. Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?

5. Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?

6. What power resources did the mentor teachers use to exert leadership?
Need for the Study

Little (1986) stated that it is implausible to think that schools can improve instruction unless teachers take a leadership role in teaching. Teacher leadership also was addressed in the 1986 Carnegie Report. One of that report's major recommendations is to "restructure the teaching force, and introduce a new category of Lead Teachers with the proven ability to provide active leadership in the redesign of the schools and in helping their colleagues to uphold high standards of learning and teaching" (Task Force on Teaching as a Profession, 1986, p. 23).

The implications of this present research study are greater than just studying the leadership training potential of California's Mentor Teacher Program. Other states are seeking models, frameworks, and information that can identify ways to increase teacher growth, professionalism, and leadership. This study facilitated that search by an indepth analysis of one population of California mentor teachers. Conceptual frameworks and professional practices can be extracted from this study and these should have direct application to many school districts and state departments of education throughout the nation.
Definition of Terms

Definitions of several terms are necessary to clarify the meanings of key concepts that are used in this study, thus helping to avoid ambiguity or misinterpretation.

Leadership. "The reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (Burns, 1978, p. 425).

Transforming Leadership. "When one or more persons engage others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes which might have started out as separate but related . . . become fused. Power bases are linked not as counterweights but as mutual support for common purpose . . . Transforming leadership ultimately becomes moral in that it raises the level of conduct and ethical as iration of both leader and led, and thus it has a transforming effect on both" (Burns, 1978, p. 20).

Instructional Leadership. Those actions of an educator who has a committed vision to elevate the staff and school to higher aspirations through the development of a strong instructional program that raises learning opportunities and academic standards for all students.
**Shared Instructional Leadership.** Those supportive actions of two or more educators collaborating in instructional leadership.

**Power Resources.** Those tangible or intangible resources, such as money and time, that assist mentor teachers in bringing about instructional change.

**Limitations of This Study**

There were some limitations to this study. The following points define what could not have been expected to occur with this research and what may have been constraints of the research design.

1. The study included interviews with only 25 mentor teachers which represented 25% of the total number of this district's mentor teachers during the 1984-85 school year. The findings may not be generalizable to the total population of mentors.

2. The study was conducted in a large urban school district in southern California and may not represent all dissimilar districts.

3. This study eliminated the opportunity to provide contrasts among district contexts, while it expanded the ability to study the social dynamics that occurred within a specific population.

4. Anecdotal information was subject to researcher assumptions and interpretation.
5. The survey instrument did not use parallel structures on pages 4 through 7 for obtaining data. In reporting professional judgment, respondents used a 7 point scale; whereas, in reporting actual experience, respondents used a 4 point scale. This researcher's analysis may not have reflected exact parallels.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This study, which concentrated on mentor teachers from the kindergarten through twelfth grade level sharing in instructional leadership, developed four related themes in its review of the literature: (1) the current practices of principals who are instructional leaders; (2) the pressing need for teachers to share in instructional leadership; (3) strategies that encourage shared instructional leadership; (4) facilitating the development of teachers into instructional leaders.

Current Practices of Principals as Instructional Leaders

Principals perform a myriad of tasks each day. Effective principals have found that planning and prioritizing these tasks are essential for instructional leadership. Blumberg and Greenfield stated that "There are numerous conceptions of the functions principals are expected to perform in their role as school managers and instructional leaders" (1980, p. 16). A recurring dilemma influencing the profession and the principalship is the historical conflict regarding the instructional and
managerial priorities of the position. Greenfield (1987) supported schools as "sociocultural" situations requiring the instructional leader to work with and through people to influence positively the school programs and student learning outcomes.

Even when a staff is instructionally skillful, collegial, and desiring to achieve the best possible academic program for students, it must have the leadership of the principal to sustain its efforts schoolwide. Little, Long, & Guilkey-Amado (1986) studied a school that had established an instructionally vital program and strong collegial relationships, and they concluded that "collegial bonds forged over a period of years can be unraveled in a matter of weeks by changes in the master schedule, staff assignments, and decision-making structures" (p. 4). The principal is the critical link in maintaining program and relational continuity during times of change.

While the principal is the key actor in the school who can bridge context and school, policy and program, means and ends (Dwyer, Barnett, & Lee, 1987), the effective school leader also is one who knows how to create a maximum desired impact using the limited resources available (Duke, 1987).

The dual roles played by a school principal of being an instructional leader and a manager do not need to conflict with one another, particularly when the principal can perceive their points of congruence (Battison & Kelley,
1984) and differences. A study by Hannay and Stevens (1984) found that more of the tasks usually taken on by the principal could be classified as managerial rather than instructional.

Morley (1971) described the ideal and most successful instructional leader as one who combines the "personal integrity of the psychotherapist, the sensitivity of the superior teacher, the people-oriented and task-oriented creativity of the best administrator, and the unifying perspective of the philosopher" (p. 240).

In 1981, Benjamin characterized principals who led effective schools as ones who demonstrated strong initiative in identifying and articulating goals and priorities for their schools. They understood educational programs thoroughly, and they realized that their top priorities were to build a strong instructional design and to articulate clearly the school's mission. The principals set and maintained a tone of high expectations for staff and students.

Cawelti (1980) noted that effective schools have five consistent characteristics that center around the importance of the principal as an instructional leader: (a) attention to instructional quality, (b) instructional focus that is pervasive and broadly understood, (c) safe and orderly teaching and learning environment, (d) expectation by staff that all students can attain at least a minimum of mastery,
and (e) evaluation of programs by measuring student achievement.

According to Bossert (1984), there is no single way for a principal to exercise instructional leadership. However, he noted that effective principals possessed a "solid conception" of good instruction. Instructional leadership does not necessarily mean having to do something new, but it means doing some things in new ways, knowing how to put the effective school correlates together into a program that ensures positive learning experiences for all children in the school.

Guzzetti & Martin's (1984) comparative analysis of the instructional leadership behavior of elementary and secondary principals found that principals at either level who had at least 17 years of experience reported spending significantly more time on areas of instructional leadership than did less experienced principals. Guzzetti & Martin did not find that being assigned to the elementary or secondary level caused or prevented instructional leadership to occur. They stated that factors such as self and community expectations, motivation, and previous experience may be more important indicators than staff size or departmentalization.

It is possible for effective principals to use entirely different styles and behaviors in their capacities as instructional leaders (Rutherford, 1985; Rost, 1985,
There are five essential qualities which Rutherford cited that transcend the personality of principals: (a) Effective principals have clear and informed visions of what they want their school to become; (b) They translate these visions into clear goals and expectations for students, teachers, and administrators; (c) The principals create school climates that work toward those goals and expectations; (d) They continually monitor student academic progress; (e) When it is necessary, the principals intervene in supportive or corrective ways.

The principal also can influence by being an instructional leader indirectly, rather than directly (Bossert, Dwyer, Rowan, & Lee, 1982; Battison & Kelley, 1984; Hannay & Stevens, 1984). Setting the school tone or atmosphere, facilitating instructional decision making, influencing school climate, using effective managerial skills, and encouraging teachers to choose from instructional alternatives so that they own the final product are examples of indirect instructional leadership.

Sergiovanni (1987) stated that successful leaders do not view teachers as workers to program; rather they see teachers as professionals to inspire and to hold accountable to shared values and commitments. These principals view themselves as principal-teachers. They are persons who espouse high expectations for their staff. They know that
they influence most strongly when they communicate confidence.

According to Rost (1985, October) and Sergiovanni (1987), leadership is differentiated from management not by looking at a person's behavioral style or personality characteristics. Rost noted that the distinguishing aspects of leadership are in looking at the transforming motivations that happen because of the leader's vision and communication to others, meeting needs and wants of both leader and followers, and noting whether or not real and intended change occurs (1985, October).

The Pressing Need for Teachers to Share in Instructional Leadership

Instructional leadership by principals alone is not sufficient (Acheson, 1986; Barth, 1980, 1987; Bird, 1986b; Honig, 1985; Little & Long, 1985; Patterson, Purkey, & Parker, 1986). School leadership requires a broader base of leadership. The conventional perception of initiating and sustaining meaningful, real change necessitates providing a new structure so that organizational and political alliances support and sustain the conditions needed to change.

In looking beyond the traditional image of the principal as the only person responsible for instructional leadership, Bird, Little, Shulman, & St. Clair (1984) posited that studies of school improvement and effectiveness need to go beyond the idea that administrators alone can
lead and that teachers working alone and behind closed doors can resolve instructional issues in modern day schools. "These demands probably exceed the capacities of even skillful and energetic school administrators, but could be more nearly met if the present school leadership were augmented by teacher leaders proficient not only in teaching but also in support of other teachers" (p. 3).

Educators need to address a myriad of issues to meet the challenge of bringing forth others to share in instructional leadership. Oakes and Sirotnik (1983) claimed that school people are "constrained both by their encapsulation in a political and bureaucratic system and by the assumptions embedded in their own cultures" (p. 29). These persist in the "temporary rearrangements of the familiar" rather than in bringing forth any new theory into use (p. 29). Teachers understand that. They also know that these efforts are little more than exercises that will pass away quickly.

How can ability and expertise in teaching be recognized, encouraged, and rewarded? Over the years there have been several attempts at merit pay and career ladder programs. Wagner (1985) asserted that most have "faltered on the rocks of methodologically inadequate or politically untenable evaluation efforts" (p. 28). Yet, many of the most highly qualified teachers are the ones who are most dissatisfied with their working conditions (Darling-Hammond,
1984), or who leave teaching during their first six years in the profession (Honig, 1985). Many teachers who are willing to assume added responsibilities beyond the classroom also are the ones most likely to leave the field of education (Boyer, 1985; Wagner, 1985).

Classroom teaching historically has been without stages of advancement. When there are low salaries, there usually is a climate of low teacher involvement (Lortie, 1975). Also, the lack of career stages in teaching provides little opportunity for upward mobility, which constitutes the essence of a career, and therefore teaching is unlike all other professions. "Career staging may serve to balance the relationships among effort, capacity, and reward" (Lortie, 1975, p. 85).

According to Wise (1986) specific steps will have to be taken to attract and retain more teachers. The supply soon will not be enough to meet the demand. Lortie (1975) described a destructive pattern. Historically, teaching has favored recruitment rather than retention. Also, it has cultivated low rather than high teacher involvement. One implication is that by not nurturing a professional partnership, this baneful pattern "subtly deprecates the status of classroom teaching" (p. 99). Only when teaching becomes a staged career that produces its own legitimate internal mechanisms for cycles of change will it generate teacher renewal.
Lortie (1986) claimed that teachers who attain a higher status will need to exert greater influence than veteran teachers currently exert. Criteria for promotion must be fair and reasonable, and a sufficient number of teachers will need to be promoted. If these two conditions are not thoughtfully carried out, the unintended outcome could be that "many teachers might lose status at the expense of a few gaining rank and prestige" (p. 572).

English (1984-85) stated that the teaching profession requires restructuring so that its most talented persons are recognized, advanced, utilized, and stay within it. Shanker (1986) reported that teachers must have the full opportunity to become professionals, "with the same challenges, responsibilities, and rewards as other professionals in our society" (p. 13). If there is little significant involvement of teachers, he claimed that it is folly to think that schools will change in a meaningful way.

"The reward structure of teaching is flat and salaries are traditionally based on years of classroom teaching and the number of post-graduate courses completed. There is little opportunity for advancement, and most teachers reach the apex of the salary schedule in about fifteen years" (Good & Hinkel, 1983). Teachers who attain the top of their salary schedules are only slightly older than are doctors just completing their residency (Schlechty & Vance, 1983).
Sizer (1985) described the privacy of the classroom as a way of not honoring teachers as professionals. Rather, it is "an indication that what happens there is thought to be of relatively little consequence" (p. 183). The privacy might be considered less as respect for the teacher, and more as indifference to the teacher.

McLaughlin, Pfeifer, Swanson-Owens, and Yee (1986) talked with teachers about their feelings of efficacy and satisfaction. The closed classroom door provides a sense of autonomy. It also fosters isolation, and it "limits feedback about performance and promotes staleness" (p. 423). Because of insufficient chances for collegial support, teachers become uncertain about whether they are effectively using their capabilities. "Collegial feedback could help teachers solve recurrent problems and reduce their uncertainty about whether or not they are attaining their instructional goals" (p. 425).

Bird and Little (1985) claimed that because teachers work in isolation, the experiences they accumulate do not get passed on from one generation of teachers to another and that new teachers begin with the same unsatisfactory lack of accumulated experience. "And the public rightly doubts that teachers share an advancing craft which demands its respect" (p. 23). Even when teachers have kept up with content and are perceived as excellent, "there are substantial
differences in knowledge, skills, energy, and wisdom" (p. 25).

Teachers tend to "feel impotent to affect schoolwide decisions" when they are isolated in their own classroom situations (Tye & Tye, 1984, p. 321). They tend not to know how to be decision makers at a school level. When principals and teachers openly acknowledge and affirm their commitment to work together, that meaningful acknowledgement will contribute greatly to a productive partnership between them.

Life inside the school must change. Tucker & Mandel (1986), stated that the "greatest promise for transforming teaching into a rewarding and attractive career" is in the fundamental internal restructuring of the school (p. 24). The teaching profession makes extraordinarily inefficient use of able teachers as seen by the undifferentiated staffing model that generally pervades all schools. It is wasteful and counterproductive to establish identical assignments to teachers of very different capabilities. Currently, in the undifferentiated staffing model, the experienced teachers have no greater responsibility within the school than does the new teacher. Thus, "unlike beginning professionals in other fields, [teachers] cannot look forward to increasing responsibility that matches corresponding increases in capacity and performance" (Tucker & Mandel, p. 24). A career staffing model, however, would
build into the system some forms of reward, acknowledgement, responsibility, and influence for experienced teachers who demonstrate their excellence.

The ongoing education of classroom teachers, stated Boyer (1985), must be strengthened or else the most dedicated of teachers will fall behind. Students will be educated for how to live in the past rather than for how to live in the future.

The teaching profession is at a crossroads. Sparks (1983) suggested that there is little likelihood of change occurring within the complex cognitive aspects of teaching such as in critical thinking skills, structuring information for students, and dealing with differing ability levels, unless teachers become convinced of the importance and efficacy of using the recommended practices even if they perceive those practices as more difficult. "It may be that such complex practices are more difficult to train, . . . because such practices are much more cognitively sophisticated. These practices may require higher level mental processes for their use" (p. 21). The task of bringing forth teaching is embedded in bringing forth the more conceptually challenging aspects of teaching.

A research study conducted by Little and Bird (1987) concluded that teachers who are student oriented are much more likely to orchestrate careful lessons, and yet these same teachers also are more likely to be isolates who are
not organizationally focused. They are not fast to make changes unless those changes assist them in the classroom. Thus, by allowing teachers to assume a greater amount of responsibility for the definition and operation of programs as well as how those lessons are planned and performed within the classroom, "it would be possible to merge their two main sources of work motivation into a powerful incentive system" (p. 226). This concept has the power to create a major increase in teachers participating in instructional leadership.

Mackenzie (1983) supported the school effectiveness research on commitment to instructional leadership. "If the new research on school effectiveness holds any special promise for transforming actual practice, it lies in the straightforward effort to revive feelings of optimism among school administrators and classroom teachers, and to encourage a new sense of efficacy and purpose in education . . . [so that] active and committed educational leaders can indeed do something about the conditions for achievement in the nation's schools" (p. 7). The dimensions of leadership, efficacy, and efficiency each need to be seen as one aspect within the "dynamic constellation of a school" (p. 8).

Similarly, Bennis and Nanus (1985) found that the quality of fostering organizational learning by example may be one of the most important functions of leaders. When the leader is an effective learner from the environment, others
often emulate that model so that the leader and organization nurture one another and each learns how to be as effective as possible in a complex environment of change.

So important is the role of teacher as leader that a task force studying the efforts of merit pay initiatives stated that any initiative would fail unless it addressed teacher leadership. "If problems that now impede teachers' growth as full professional partners remain uncorrected, any one element—including pay incentives—employed to create a higher plateau of teaching excellence is a seed sown on barren ground" (Update, 1985, p. 3).

When opportunities for leadership open up for teachers, a new willingness to listen and make changes among teachers is likely to occur. However, the principal has a new role to play when this type of collaboration begins to emerge. There will be a need to look at existing policies, administrative cooperative efforts, and the training options available to teachers interested in pursuing these new areas (Acheson, 1986).

Sykes (1983) stated that to expect capable, ambitious people to engage in the same activity year after year without expanding the responsibilities or variety of work experience is a totally unrealistic notion about intrinsically motivated educators.

Within the teaching profession, there are no mechanisms by which teachers earn rights to leadership among peers with
regard to the conceptions and practices of teaching (Little & Long, 1985). "The issue is not whether teachers are willing to lead, or willing to be led, but whether they have some assurance that leadership will come to those who well deserve it" (p. 39).

Berliner (1986) studied the apprenticeship approach in which student teachers and new teachers worked with cooperating teachers. The cooperating teachers were supposed to be models and experts so that the novice could gain some element of competence in teaching. Berliner learned that experience and expertise frequently did not translate into the ability to articulate that mastery and skill to persons who were new to the profession.

"Many experienced teachers feel trapped. They feel they have few significant options; there is little they can do next year other than repeat what they did this year" (Barth, 1980, p. 27). "Teachers, often unsure of what is expected of them and the extent to which they are complying, know only that it is impossible to accomplish all that is expected" (p. 148).

People within an organization need to feel that they are in control. They need to believe that they willingly can contribute to their organization's greatness and that they are the reason why their organization can succeed. Organizational cultures of that nature are created because of the will and effort of the leadership (Foster, 1985).
Kanter (1981) claimed that the new demands to share leadership include the need to have a more flexible image of leadership. A leader needs to have balance in both his or her personal and professional life, needs to exhibit images of strength that go beyond the traditional, and needs to demonstrate collaborative efforts of leadership that give followers a greater voice in decision making than they have had in the past.

One of the reasons why it is difficult to establish new norms for shared work is that there are extensive political, organizational, and personal costs involved. Bureaucratic conditions can prohibit joint opportunities for collaboration in areas such as scheduling, staff assignments, and having access to resources (Little & Bird, 1984).

Schools have embarked upon systemic change efforts in which the established leadership practices by principals have become inadequate, and these change efforts require that a broader, extended structure of leadership must be built. It is necessary to study the role that principals can play in bringing forth and supporting leadership among teachers. The instructional support teams can be examined both for the way they rely upon and the way they extend the leadership of the principal (Little & Long, 1985).

To be successful in a world that is increasingly interdependent requires intelligent citizens who know
themselves and the dynamics of interaction. They need to be willing to contribute as necessary, and to be responsible problem solvers (Slezak, 1984). Wise (1986) claimed that a teaching force that sees itself as professional "will compel the redesign of working conditions" (p. 652).

Maccoby (1981) described leaders as persons who do not try to control others. They feel outraged by the waste of human potential. "They care about people and identify with their strivings for dignity and self-development" (p. 221). Bennis and Nanus, however, recognized that the leader's capacity to understand the collective aspirations of followers unites them together to take ownership and responsibility for the success and long term survival of their organization (1985).

Burns (1978) claimed that the genius of leaders "lies in the manner in which leaders see and act on their own and their followers' values and motivations" (p. 19). It is these transformational leaders who take the initiative in creating linkages for communication and exchange of ideas. And it is out of leaders' ability to address their own and the followers' wants, needs, and other motivations that they serve to change motivation.

There needs to be a broad base of commitment and vision that elevates staff and school to higher aspirations. This instructional leadership must achieve and sustain goals that
forge even stronger instructional programs to raise learning opportunities and academic standards for all students.

**Strategies that Encourage Shared Instructional Leadership**

There are many advantages for developing a shared leadership that includes teachers. The profession needs to provide strategies that enable excellent teachers to learn how to engage in instructional leadership. When fine classroom teachers perceive themselves as having the power to bring their own profession to higher levels of functioning, they also will grow in an understanding about ways to increase academic opportunities for students.

Principals need to see reasons why it is essential occasionally to permit teachers freedom during the school day to seek professional improvement opportunities (Bird & Little, 1985). Principals can do a great deal to sanction renewal programs that have the potential to bring about an accumulation of experiences and further knowledge, thus establishing an intentional change process for existing school norms.

Barth (1987) noted that a school in which the principal fosters collegiality is one that can transform relationships because teachers are involved in school decision making, in personal learning, and in creating their own vision about the school. This is the type of environment that creates the opportunity for a collective "culture of professionalism" (p. 262).
Assisting new teachers in the use of a variety of instructional strategies can help them better manage the classroom environment and focus on how pupils learn, rather than concentrating exclusively upon subject matter or classroom management. It becomes necessary to deepen the method of observation and conferencing through a process of coaching so that teachers continue to grow professionally. A master teacher in an atmosphere of respect and care can build trust with new and experienced teachers to support and to improve their teaching efforts (Devaney, 1987).

People learn how to change when they learn how to be an active rather than a passive part of the change process. They can learn how to shape things instead of being shaped by them. Growth opportunities do not have to occur only because someone else arranges them. People can be taught how to create opportunities and direct activities (Fjerdingstad, 1986). "School effectiveness and enhanced student learning demands substantive teacher involvement in decision-making" (Futrell, 1986, p. 8).

Kenney and Roberts (1984) studied teachers in instructional leadership experiences and found that when seven prerequisites were established, those teachers were successful. First, the first year of curriculum implementation should be limited to the teachers' own schools. Second, before implementation of curriculum materials, the teachers need time to plan and develop the
entire course. Third, the teachers need to be involved in all phases of planning and training. Fourth, the teachers need to have instructional leadership expertise in the instructional model. Fifth, teacher leaders need to be democratic, collegial, and supportive. Sixth, both credibility and time are needed for the two key tasks of teacher leaders in training and coaching other teachers. Seventh, support from site and central office administration is essential.

Creating instructional leadership opportunities for teachers requires some imagination. Teachers need a label or title such as has been given them in the role of mentor teacher. They also need to have their functions defined (Acheson, 1986).

A person in the mentor teacher position can establish close contact with other teachers. One goal is to provide new teachers with leadership and support so that they can make a good start in teaching. Another goal is to furnish experienced teachers with leadership and support so that they can mature professionally (Bird, 1986b). Through the mentor program there is the potential to increase rapidly the capacity for school improvement as well as to lay a foundation for long term, effective, instructional leadership by teachers (Bird, 1986a).
Facilitating the Development of Teachers
into Instructional Leaders

Rost's compelling vision of school leadership in California calls for both school principals and mentor teachers to become transforming leaders, not merely managers or transactional leaders. He draws from the James MacGregor Burns' landmark work, *Leadership* (1978). To be transforming, Rost states, both principals and teachers need to have a vision of excellence in education and be able to translate that vision to a wide constituency. Principals and teachers must possess a deep sense of moral purpose and must be able to develop a transcendent purpose in others. Principals and teachers require the ability to facilitate the development of excellence in other administrators, teachers, and students. Also, they must be "deeply committed to developing a school culture oriented to academic achievement and intellectual excellence" (Rost, 1985, November, p. 12).

Power is creating a basic energy that is needed to initiate and sustain action, stated Bennis and Nanus (1985). Power becomes the translation of intention into reality, and leadership is the wise use of that power.

According to Gardner (1986) it is not useful to select individuals for leadership who have only "unswerving loyalty to the boss and no power base of their own" (p. 17) because that neglects one of the primary tasks of a leadership team.
It is necessary to activate widening circles of supplementary leadership. When a network extends out from the leadership center, it establishes the intention of leadership to a wide range of followers, and it provides opportunity for the leadership to receive a broad range of advocacy and advice. Freiberg (1985) advocated creating a horizontal process for participation by a greater number of teachers in a variety of different instructional leadership capacities.

Barth's 1980 study reported that a great number of the most experienced teachers are trapped in a profession in which they do not view many significant options for personal or professional growth within the school setting. Growth-producing staff development experiences "must pierce the shell of tension and isolation that surrounds a great many classroom teachers" (p. 148). If a collection of independent, isolated teachers is to coalesce into a unit working as a faculty, a sense of joint venture must be encouraged, and opportunities and occasions for teachers to spend time working together and talking about teaching must be provided. Barth stated that teachers who engage in these activities find that "their entire personal and professional being will be enhanced" (p. 27).

The American Federation of Teachers (1986) called for a variety of opportunities for teachers to advance within the teaching profession while continuing to maintain their
status as teachers. If contract options of 10, 11, or 12 months of employment were available, teachers could perform additional professional responsibilities and still continue to maintain close classroom ties as teachers. This concept is complex. Little, Long, & Guilkey-Amado (1986) stated that creating teacher leadership and roles for teachers beyond the classroom runs counter to the current norms of equity within the teaching profession.

A lesson learned from one of the first large case studies researching the California Mentor Teacher Program (Hanson, Shulman, & Bird, 1985) determined that mentor teachers need to be trained to assist other teachers within a defined range of expectations in order to be enabled to provide real, intended change for those persons. Thus, there appears to be a correlation between mentors becoming leaders and mentors receiving appropriate training so that what they do supports high levels of interaction and creates meaningful change.

Mentors walk a narrow path between being assertive and being disruptive, according to Bird (1986a). He found that if mentors assert themselves too strongly, or unskilfully, they are considered rude. Yet, if they do not assert themselves enough, they are considered to be of little or no use. "Successful teachers can become failed mentors" (p. 8). Thus, training mentors is one small but significant part of introducing teacher leadership to the profession. A
larger and even more complex task is the district or school reorganization so that mentors can share in leadership.

Teachers who have high academic ability themselves are much more likely to succeed in helping students learn, stated Rosenholtz and Smylie (1983). These are the same persons who will leave the profession the earliest. Salary increases alone are not likely to retain high ability persons unless these teachers believe that their efforts will have positive effects on student progress, and that they will receive support from colleagues and administrators in their own efforts to improve.

Also, teachers tied their reasons for leaving the profession directly to conditions that affected their ability to make a difference in student learning: (a) lack of opportunity for their own professional growth; (b) inadequate time to prepare for classes; (c) conflict or lack of support and approval from the principal; (d) failure to deal effectively with student misbehavior (Rosenholtz and Smylie, 1983). After about five years, teachers who do not continue to learn and practice new classroom techniques begin to decline in their effectiveness in achieving student academic performance. Daily teaching experience limits rather than enhances a person’s skill improvement if it is the only information a teacher has on teaching methodology.

Sizer reported that there is a pervasive underlying assumption that anyone can teach anything that is within his
or her certificated field given a brief notice. This, he claimed, "makes a mockery of teaching and of students' learning" (1985, p. 191). Coaching can help a person to be a good teacher just as coaching can help someone become a good writer. Training for teachers must be almost totally school-based. "One learns to teach by coaching; one needs to be teaching in order to be coached. The best coaches are usually fine teachers themselves" (p. 194).

Teachers coaching one another toward peak quality in classroom instructional practices is an important shift in creating one of the vital links that fosters teacher competency (Acheson, 1986; Barth, 1987; Garmston, 1987; Hallinger and Murphy, 1987; Little and Bird, 1987; Mitchell, 1987). A skilled process of coaching can develop trust, build knowledge, and promote teachers who can function from an inner sense of authority.

Coaching, however, is not a fast solution. Kent (1985) claimed that it takes time for the coach to be accepted in the role of coach. It also takes time to develop a shared technical language and trust that is necessary for productive observations and conferences. Training is essential in the coaching process, in communication techniques, and in observation procedures. These need to "precede substantive in-class work with teachers" (p. 32).

Garmston described three specific types of coaching (1987):
Technical Coaching helps teachers transfer training to classroom practice, while deepening collegiality, increasing professional dialogue, and giving teachers a shared vocabulary to talk about their craft. The major goals of Collegial Coaching are to refine teaching practices, deepen collegiality, increase professional dialogue, and to help teachers to think more deeply about their work. Challenge Coaching helps teams of teachers resolve persistent problems in instructional design or delivery (pp. 18-21).

There are a variety of coaching models embedded within the above three types of coaching. Two of the collegial models include Cognitive Coaching and Team Coaching.

Cognitive Coaching uses a set of strategies that have been designed to better enable a teacher to increase his or her perceptions, to make wiser decisions, and to increase the repertoire of intellectual functions leading to improvement of overt instructional behaviors that produce increased learning for all students (Costa and Garmston, 1986).

The second model, Team Coaching, is a form of peer coaching that has a two-person team to co-teach a lesson. It resembles team teaching. Both the coach and the classroom teacher plan, conduct, and evaluate the lessons (Neubert and Bratton, 1987).
There is a need to change the process of leadership behaviors from those that order others to those that inspire others. This strengthening type of environment or structure "enables people to discover their skills and talents so that they become enabled rather than controlled" (Kanter, 1981, p. 220).

Another example of instructional leadership, as reported by Little and Long (1985), is that of instructional support teams. These teams represent a decision to involve all teachers more actively in efforts of school improvement. Specific teachers deliberately lead the effort. Instructional support teams can play an important role in stimulating and sustaining an ongoing examination of teaching by everyone involved. Presently, most schools are not organized to foster or reward collaboration among teachers or leadership among teachers. Principals need to "teach others how to lead by the model they themselves present for professional interactions" (p. 30).

Barth (1980) stated that when teachers participate in the instructional and management decisions of their school, they are encouraged to take stands and to study major educational issues. They learn how to examine consciously their own ideas about students and the learning process. "Perhaps most important, I have seen considerable evidence that teachers who become agents of their own teaching can better help children become agents of their own learning."
Responsibility, once shared and accepted, creates endless ripple effects within a school" (p. 192).

Nelson (1986) reported that three basic elements are central for the professional development of teachers. They include (a) time for teachers to think, plan, and learn; (2) resources to promote teacher autonomy; and (3) opportunity for colleagueship with other teachers who share similar interests.

**Summary and Integration**

This review of the literature focused on four related themes: the current practices of principals who are instructional leaders; the pressing need for teachers to share in instructional leadership; strategies that encourage shared instructional leadership; and, facilitating the development of teachers into instructional leaders. Its purpose was to report examples of each theme from the existing research.

The principal is vital as an instructional leader. It takes an overarching vision and commitment to bring forth a staff and school to develop a stronger instructional focus because of that vision. Only with that vision and commitment, however, can learning opportunities and academic standards continually extend to meet the needs of all students.

The longer amount of time that a principal functions as an instructional leader, whether at the elementary or
secondary level, the more that person's abilities expand as an instructional leader. The person can be of any personality type or behavior style, but there are essential aspects that distinguish the person as an instructional leader of the school. An effective principal leader has a clear, informed vision of what the school can become. He or she is able to transform the motivations of others into real, intentional change that become clear goals and expectations for students, teachers, and administrators. The principal creates a school climate that works toward the achievement of those goals and expectations.

While a principal who is an instructional leader is essential to the success of a school, much of the recent literature strongly suggests that the principal cannot sustain that task alone. There is a pressing urgency to form new structures within schools with a broader support base of organizational and political alliances.

Constraints are embedded within the bureaucratic and political system and within the assumptions of persons residing in the system. What occurs most frequently is the temporary reorganization of the familiar. Many teachers who have the most to offer the profession of teaching have been caught in the middle of this muddle. The classroom isolation, the lack of a career path, and the absence of collegial feedback have thwarted teachers from sharing in instructional leadership. Teachers and principals need to
acknowledge and affirm their commitment to work together so that they can increase a partnership that is productive. It is wasteful not to utilize the talent and energy within the teaching ranks because the profession needs the best from every teacher so that teachers provide the best instructional program for every student.

Classroom teachers need to assume more responsibility for defining and operating programs as well as for how lessons are planned and performed within the classroom. They must be convinced that it is worth their effort to grow in professional preparation so that they are educating students to live in the twenty-first century.

Key authors such as Lortie in the 1970s and Little, Lieberman, Schlechty, and Barth in the 1980s insist that education must restructure. But there are some political underpinnings that must occur to set the tone for this paradigm shift—this change that brings forth teachers to share in instructional leadership. The school culture must sanction renewal that establishes an intentional change process. Otherwise, change will neither sustain itself, nor will it be infused into the school's culture.

Some amount of imagination is needed to determine strategies that can open up new vistas for professional growth among teachers. If principals foster a collegial environment, they have the power to transform relationships because teachers become involved in decision making,
personal learning, and creating their own vision about school.

Training is essential for teachers as well as for administrators. It enables them intellectually and emotionally to reorganize the school structure so that teachers can share in its instructional leadership. This change process is very complex because of the entrenched system.

The literature suggests that coaching is a very important piece in establishment of new norms. One example of collegial coaching, known as cognitive coaching, is a process in which teachers spend time establishing and building professional trust with one another, gaining skills to interact effectively, and increasing teacher autonomy through the teacher's more developed repertoire of intellectual functions. These thinking processes for teachers lead toward more effective instructional behaviors and increased learning for all students.

When teachers collectively begin to examine ideas about students and about the learning process, they move from being isolated individuals to collegial team members. Teachers who collaborate as agents in charge of their own teaching can better assist students to become agents in charge of their own learning.

The concept of teachers sharing in instructional leadership is embryonic. This study of teacher leadership,
through the analysis of six research questions about the first year of implementation of the California Mentor Teacher Program, provides an opportunity to examine one intentional change process through a carefully detailed formal study.

The following chapter will present this study's research design for obtaining data about whether mentor teachers were able to share in instructional leadership at their district and school sites.
CHAPTER III

RESEARCH DESIGN

Introduction

The purposes of this research were to determine the extent to which mentor teachers in California have become instructional leaders, and to show specific activities and interactions in which mentors demonstrated instructional leadership in their relationships with colleagues. To accomplish these purposes, this research focused on both the formal and informal relationships of selected mentor teachers, principals, and teachers who potentially were served by mentors within one urban school district in southern California.

The research analysis also described and analyzed the perceptions of the district official responsible for the mentor program (known in the study as the district official), the president of the local teacher association (known in the study as the association official), and the district mentor program coordinator (known in the study as the mentor coordinator).

This researcher utilized specific, appropriate data that had been collected by the researcher in 1985 as part of
the Far West Laboratory for Educational Research and Development examination of the first full year of implementation of the California Mentor Teacher Program.

Chronological Summary of Research Procedures

The purpose for the larger statewide study was to describe how participating districts provided new professional growth models for teachers. The results were supplied to other implementing districts, state agencies and associations interested in the mentor program, and to others engaged in related efforts in California and elsewhere so that they could have access to the models.

In September, 1984, I telephoned the California State Department of Education to determine whether I could assist on a study of the implementation of the California Mentor Teacher Program. Laura Wagner, Mentor Program Manager, told me that a study was currently being conducted by the Far West Laboratory. I asked her whether I might personally contact Far West Laboratory to offer my services with its study and was granted permission to do so.

Far West Laboratory officials accepted my offer to assist them in conducting their research in the southern part of the state. During October and November, 1984, I made three trips to Far West Laboratory's headquarters in San Francisco to learn more about the philosophy behind the study, the interview and survey instrumentation that was to
be used, the specific manner for collecting data, and the time frame in which we were functioning.

The interview instrument protocols were field-tested by Far West Laboratory researchers for face validity during October, 1984. To increase content validity, refinements were made to the instruments based upon feedback from data gathered during the two field-tests, one in the central part and one in the southern part of the state. I participated in the field-test of the interview protocols in the southern part of the state and in the feedback process that occurred at Far West Laboratory immediately following both field-tests. Through those experiences, I became skillful in the administration of the interview instrumentation. Other researchers assisting in the field-test validation were from the California State Department of Education, the Los Angeles Teacher Education and Computer Center, and the Far West Laboratory.

During this same period of time, Judith Warren Little from Far West Laboratory assisted me in making the arrangements with the school district that I would use for the research site.

The statewide study was conducted from October, 1984 through June, 1985. Results of that study were published by Far West Laboratory (Shulman & Hanson, 1985).

The southern part of the state's interview data collection occurred between January and March, 1985, for the
populations of mentor teachers, principals, district official, association official, and mentor coordinator. Interviews lasted approximately one hour. Survey data collection for the above populations and for a random selection of elementary, middle, and secondary teachers who were not interviewed but who may or may not have been served by a mentor teacher also was conducted between January and March, 1985.

Members of the Far West Laboratory determined that they would like to collect data from teachers who were served by the mentors I had interviewed. I recontacted the mentor coordinator who authorized me to telephone each mentor teacher who had been interviewed between January and March and to invite them to provide the names of one or two teachers with whom they had worked individually as a mentor. I contacted each teacher that was named, and every person was willing to be interviewed. These teachers were interviewed during May and June, 1985.

The interview and survey data collection for teachers who were served by mentors occurred in May and June, 1985. Interviews lasted approximately one hour.

Qualitative data that had been collected by this researcher through the use of taped interviews during the winter and spring of 1985 were structured onto the interview protocol that Far West Laboratory researchers had developed to analyze the data. A free response question, "What
changes would you like to see made to make the mentor program more effective?" which was added to each interview by this researcher, also was transcribed and sent to Far West Laboratory.

**Research Design**

The issue of shared instructional leadership was not examined in the data that were analyzed previously in 1984-85. Therefore, specific research questions were designed to help me examine both qualitative and quantitative data in order to determine the extent to which mentor teachers in California have become instructional leaders, and also to describe specific activities and interactions that demonstrated instructional leadership in their relationships with their colleagues and others.

**Site Selection**

The site selected for this study was a large urban school district of approximately 114,000 students in southern California. The district serves a culturally and ethnically diverse community that has been growing and constantly changing. This researcher's involvement in the local project design had been to coordinate all efforts and to conduct the research by working closely with the district mentor coordinator throughout the study from December, 1984 through June, 1985.
Actual school sites were contingent upon the mentors selected to be interviewed. The 22 sites used represented a broad spectrum of locations exemplifying the cultural and ethnic diversity of students in the community as well as the cultural and ethnic diversity of mentor teachers. The school sites of the principals were the same as for the mentor teachers (Demographic data, Appendix A).

Selection of Participants

Interview and questionnaire data were collected from: (a) mentor teachers, (b) principals in the schools in which the mentors taught, (c) teachers served by the mentor teachers, and (d) the district official responsible for the mentor program, the mentor teacher coordinator, and the teachers' association president. Questionnaire data also were solicited from other teachers not interviewed and who were either new to teaching or to their assignment, as these teachers represented potential contacts for mentors.

Criteria for the Selection of Mentors

The selection of mentors was made under the direction of Far West Laboratory and with the cooperation of the district's mentor teacher coordinator. The selection was based on the following criteria. 

Teaching levels: Kindergarten through twelfth grade.
Gender: Males and females at both elementary levels and secondary levels.

Student populations served: These classes were included: regular K-6 and 7-12, gifted and talented, English as a second language, special education, and vocational.

Geographical locations: School sites were chosen from different sections within the district according to ethnic and socio-economic student populations.

Career experience of mentors: Mentors had from 6 to 31 years of teaching experience.

Racial diversity of mentors: Asian, Black, Caucasian, and Hispanic mentors were included.

Criteria for Other Subject Samples

All 22 principals, in whose schools the 25 mentor interviewees taught, were interviewed and were given the opportunity to complete the survey questionnaire.

Twenty-two teachers served by the mentors were interviewed and were provided with an opportunity to complete the survey questionnaire. Their names were
obtained by this researcher from the mentor teachers who had been interviewed.

The mentor coordinator, the district official who initiated the mentor program, and the teachers' association president were interviewed and also were granted the opportunity to complete the survey questionnaire.

**Data Gathering Methods**

The survey instrument and interview protocols were constructed by researchers at the Far West Laboratory and have been appended to this dissertation. A brief description of the survey instrument and interview protocols follows.

**Survey Instrument**

"A Survey of Judgments About and Reports of the Work of Mentor Teachers" (Appendix B) listed hypothetical situations related to the work of mentor teachers and asked respondents about the appropriate and actual behavior of mentors in those situations. Also, it asked respondents two questions about information that would be important to them if they were to work with a mentor. The survey instrument was completed by the following participants:

- Mentor teachers
- Principals in whose schools these mentors taught
- Teachers served by mentors
- Mentor coordinator
- Teachers not interviewed
Interview Protocols

The intent of the interview protocols (Appendices C, D, E, F, and G) was to elicit the candid perceptions of what had been happening during the 1984-85 implementation of the California Mentor Teacher Program. The purpose was "to obtain respondents' views of the mentor program in their own words and in the order in which matters are salient to them" (Bird, Little, Shulman, & St. Clair, p. 17). The following populations were interviewed:

- Mentor teachers
- Principals in whose schools these mentors taught
- Teachers served by mentor teachers
- Mentor coordinator
- District official
- Teacher association official

Data Analysis

Overview of Data Analysis

Data collected through oral interviews and written survey questionnaires were analyzed to focus on specific questions related to shared instructional leadership (See pp. 13-14).

Responses were tabulated, percentages recorded when appropriate, and descriptive narratives of findings written for each question. Significant differences among the responses were noted within and across the populations.
A Conceptual Model of Mentor Relationships

Figure 1 provides a global, visual representation of relationships that mentor teachers have in the context of being a mentor. The mentor teacher is illustrated as being the focal point of four primary and five additional structures of communication.

The inner ring exhibits the four primary mentor relationships: the mentor coordinator, teachers that the mentor serves, the mentor's principal, and any other school administrators with whom the mentor contacts because of his or her mentoring assignment. These are the key players in the mentor teacher's arena who represent major influences both to and from a mentor.

The outer ring displays additional mentor relationships: district official(s), association official(s), teachers not being served by the mentor, other principals, and other mentor teachers. There may be times when a mentor has the occasion to relate with these additional people because of the mentor's position.

Both the inner or outer rings can yield to changes of the dynamics as mentoring circumstances require. The pattern in this figure, however, would be the usual or general pattern for mentor relationships.

Mentors are in different organizational and political arenas from those of classroom teachers who are not mentors, even though regular classroom teachers may have contacts...
Figure 1. A conceptual model of mentor relationships.

○ = Primary mentor relationships.

□ = Additional mentor relationships.
with the same populations shown in this figure. There are strong implications that through the communication channels involved in these arenas, mentors can help key district, association, and site personnel understand more deeply about how mentors can share in instructional leadership.

Research Questions

Six research questions were used to examine whether the California Mentor Teacher Program provided opportunities to facilitate a structure for mentor teachers to share in instructional leadership. Detailed below are the numbered items from the survey instrument and interview protocols that were explored thoroughly for analysis of each question.

1. Did the mentor teachers create real, intended change for other teachers?

Survey:  
page 4, #6

Interview:  
page 5, B

Teacher page 6, IIIA

page 11, B

Interview:  
page 4, IIA

mentor
2. DID THE EXPERIENCE OF BEING A MENTOR TEACHER PROVIDE OPPORTUNITIES FOR MENTORS TO BECOME BETTER TEACHERS THEMSELVES?

Ending question:
"What changes would you make to strengthen the mentor teacher program?"

Interviews:
principal, mentor, district official, association official, mentor coordinator

Interviews:
page 5, A
district official and association official
page 6, B
page 7, C
page 15, C

Interview:
mentor coordinator
page 12, H
page 13, IVA

Survey:
page 5, #6
page 6, #5

Interview:
mentor
page 13, C
3. DID THE TRAINING PROVIDED MENTOR TEACHERS, ALONG WITH THE POTENTIAL FOR SHARED INSTRUCTIONAL LEADERSHIP AFFORDED BY THE TRAINING, CHANGE EXISTING NORMS OF TEACHER AND ADMINISTRATOR COLLABORATION?

Interview:  
mentor  
page 12, A  
page 14, V2  
page 15, VIA

Interview:  
principal  
page 5, B

Interview:  
mentor coordinator  
page 10, E, F

4. DID THE CALIFORNIA MENTOR TEACHER PROGRAM HELP REDUCE TEACHER ISOLATION THROUGH TEACHER COLLABORATION?

Survey:  
page 6, #6  
page 8, #II  
page 9, #III

Interviews:  
district official and  
association official  
page 11, D

5. DID THE MENTOR TEACHERS SATISFY THE NEEDS AND WANTS OF THEMSELVES, OTHER TEACHERS, AND THE PRINCIPAL THROUGH THE SHARING OF INSTRUCTIONAL LEADERSHIP?

Interview:  
mentor  
page 16, B  
page 17, C  
page 18, VII  
page 19, VIII B, C
Interview:
teacher

Interview:
principal

Interviews:
district official and
association official

Interview:
mentor coordinator

6. WHAT POWER RESOURCES DID THE MENTOR TEACHERS USE TO
EXERT LEADERSHIP?

Interview:
mentor coordinator

Qualitative Analysis
A total of 72 persons were interviewed from the six populations: mentor teachers, principals, teachers served by mentors, the district mentor coordinator, the district official, and the teacher association official. Separate interview protocols were designed for each of the populations.
Interviews followed a structured format that encouraged participants to talk about specific topics. Additionally, all interviews except those with the teachers served by mentors were tape recorded to provide the researcher with the respondents' exact statements in reply to the questions in the protocols. I decided not to tape record the interviews of teachers served by mentors to provide a more natural setting since the teachers might have been less willing to talk openly if a tape recorder were used.

Each interview was conducted at the interviewee's convenience and at the location of the person's choice, usually the school site.

Survey Analysis

The research objective of the survey was to reveal commonalities and differences of perception on issues related to the shared instructional leadership of the mentor teachers. An analysis of the survey questionnaire determined whether there were differences on specific questions that related to the study of shared instructional leadership among mentors, principals, teachers interviewed, teachers randomly surveyed but not interviewed, and the district mentor coordinator.

The SPSS-x computer program provided descriptive data in the form of percentages, summaries of the numerical data for specific items on the judgment surveys, and response differences that were tabulated within populations and
across populations for specific questions. A descriptive narrative further described data displayed in the tables.

Vignette Analysis

Besides these general analyses, four focused analyses explored the kinds of interconnections and collaborations which involved shared instructional leadership that otherwise might not be unearthed. Lieberman and Miller (1984) posited that teaching is a lonely profession in which there are a "fistful of untried methodologies, and few adults with whom to share, grow, and learn" (p. 4). These analyses attempted to describe four collaborative styles that fostered a collegial environment and supported the sharing of instructional leadership.

This part of the study examined the internal and external rational, organizational and political forces that supported, guided, or pushed relationships into new contexts. These relationship contexts were studied and analyzed by developing a narrative of dyadic or triadic interactions of key players based upon their interview responses. The following configurations have been explored.

1. Triad: Secondary mentor, principal, and teacher;
2. Triad: Elementary principal, mentor, and teacher;
3. Dyad: Elementary mentor and teacher;
4. Dyad: Another elementary mentor and teacher.
Confidentiality

A form, (Appendix H) created by this researcher and reviewed by her dissertation chairman, that assured all participants of the confidentiality of their participation in this study, was signed by all participants at the time of the interview.

Summary

This research design provides a framework in which to examine specific qualitative and quantitative data from the survey questionnaire and interview protocols designed by the Far West Laboratory. The data will be explored using six larger research questions to determine the extent to which certain mentor teachers have become instructional leaders, and also to describe specific activities and interactions that demonstrate this instructional leadership in their relationships with their colleagues and others.

In Chapter 4, the researcher will analyze the data through the use of descriptive tables and narrative summaries. Following that analysis, four vignettes will describe the collaborative relationships of mentors and others. This analysis will examine the various internal and external forces that supported, guided, or pushed the mentor, teacher, and principal relationships into new contexts for potential sharing in instructional leadership.
CHAPTER IV

ANALYSIS OF DATA

Introduction

The purposes of this study are to determine the extent to which mentor teachers in California have become instructional leaders and to illustrate specific activities and interactions in which mentors demonstrated instructional leadership in their relationships with colleagues.

Instructional leadership is defined for purposes of this research as those actions of a mentor who has a committed vision which elevates the staff and school to higher aspirations through the development of a strong instructional program that raises learning opportunities and academic standards for all students.

The task of the study is to examine whether the California Mentor Teacher Program provides opportunities to facilitate a structure for mentor teachers to share in instructional leadership. Data originated from the interview protocols of mentors, teachers who were served by mentors, principals in whose schools the mentors resided, the district official, the mentor coordinator, and the teacher association official. Data also emanated from the survey questionnaires of mentors, teachers who were

69
interviewed, teachers who were not interviewed, principals in whose schools the mentors resided, and from the district mentor coordinator.

The following research questions are used to examine both the qualitative and quantitative data to determine the extent to which mentor teachers in California display evidence of specific activities and interactions that demonstrate instructional leadership in mentor relationships with their colleagues and others.

1. Did the mentor teachers create real, intended change for other teachers?
2. Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?
3. Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teacher and administrator collaboration?
4. Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?
5. Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?
6. What power resources did the mentor teachers use to exert leadership?
Overview of Analysis

Far West Laboratory researchers designed the larger statewide study for which these data were originally collected by this researcher. In this study, portions of that data have been utilized to investigate the central topic, mentors sharing in instructional leadership.

Survey Populations

Seventy-six persons from five populations completed the written survey questionnaire. There were 21 responses from the mentor teachers, 17 from the principals in whose schools mentor teachers taught, 14 from the teachers who were interviewed, 23 from teachers who were not interviewed, and 1 from the district mentor coordinator.

The district mentor coordinator provided the names and school addresses of 65 elementary, intermediate, and secondary teachers who represented a cross section of the school district to the researcher who contacted each person by letter (Appendix I). Those teachers, who were not interviewed and who may or may not have worked with a mentor teacher, were sent the written survey questionnaire, and 23 returned it (35%). This population represented teachers new to the profession, new to the school or district, or teachers new to the grade level or content area they were teaching.

Tables one through three display three configurations of distributions of the survey sample: Table 1 details
population and gender distributions; Table 2 gives gender and level distributions; and Table 3 provides population and level distributions.

Table 1
Distribution of Survey Sample by Population and Gender

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teachers</td>
<td>21</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>76</td>
<td>26</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 2
Distribution of Survey Sample by Gender and Teaching Level

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Secondary</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>11</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>29</td>
<td>17</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>76</td>
<td>40</td>
<td>19</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 3

Distribution of Survey Sample by Population and Teaching Level

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Elem.</th>
<th>Intermediate</th>
<th>Secondary</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teachers</td>
<td>21</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Teachers not interv.</td>
<td>23</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>40</td>
<td>19</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Interview Populations

Seventy-two persons from six populations were interviewed. These populations included 25 mentor teachers, 22 principals in whose schools mentor teachers taught, 22 teachers who had worked with mentor teachers, 1 district official, 1 teacher association official, and 1 district mentor coordinator.

The district mentor coordinator selected a stratified sample of mentor teachers that geographically represented the school district at representative elementary, intermediate, and secondary levels. The principals interviewed were those administrators of the school of each mentor teacher who was interviewed. Mentors had the opportunity to provide the names of one or two teachers with
whom they had shared a mentor-mentee relationship during the school year. These teachers were then contacted by the researcher directly. Every teacher who was invited to participate accepted the invitation to be interviewed.

The tables below display three configurations of distributions of the interview sample: Table 4 gives the population, level, and gender distributions; Table 5 details the population and gender distributions; and Table 6 describes the population and level distributions.

Table 4
Distribution of Interview Sample by Population, Level, and Gender

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>All</th>
<th>Elementary</th>
<th>Intermed.</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>25</td>
<td>3</td>
<td>9  2</td>
<td>4</td>
<td>5  2</td>
</tr>
<tr>
<td>Teachers</td>
<td>22</td>
<td>1</td>
<td>12  1</td>
<td>3</td>
<td>1  4</td>
</tr>
<tr>
<td>Principals</td>
<td>22</td>
<td>6</td>
<td>5  1</td>
<td>4</td>
<td>5  1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>3</td>
<td>(Dist. official)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Mentor coord.)</td>
<td></td>
<td>1</td>
<td>(Mentor coord.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Ass'n. official)</td>
<td></td>
<td>1</td>
<td>(Ass'n. official)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>1</td>
<td>2  10</td>
<td>26  4  11</td>
<td>11  7</td>
</tr>
</tbody>
</table>
Table 5  
**Distribution of Interview Sample by Population and Gender**

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teachers</td>
<td>25</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td>22</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Principals</td>
<td>22</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>District official</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teacher ass'n. official</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>26</td>
<td>46</td>
</tr>
</tbody>
</table>

Table 6  
**Distribution of Interview Sample by Population and Level**

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Elem.</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teachers</td>
<td>25</td>
<td>12</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Teachers</td>
<td>22</td>
<td>13</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Principals</td>
<td>22</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>36</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>
Analysis Process

As noted in Chapter 3, research questions are answered primarily through the analysis of survey and interview data. This researcher selected specific questions to analyze from both the survey questionnaire and interview protocols. Particular questions were selected to probe carefully chosen aspects of the larger study to analyze information that related to the six research questions which centered around the issue of whether mentor teachers share in instructional leadership or not.

Qualitative data collected from the structured interview protocols (Appendices C, D, E, F, and G) designed by Judith Warren Little and Tom Bird of the Far West Laboratory encouraged participants to respond to selected topics. When interview data are used for an analysis, tables frequently display information that provides a synthesis of the participants' responses. Additionally, a narrative summary accompanies and expands upon each table. When a table is not an appropriate way to present data, a narrative summary provides the data analysis.

Quantitative data collected from a written survey questionnaire designed by Judith Warren Little and Tom Bird (Appendix B) reveals commonalities and differences of perception by respondents on issues that were not apparent through the interview protocols. When survey data are used for an analysis, tables with descriptive statistics display
the frequency of participant responses across populations and teaching levels. The tables also provide percentages of participant responses within and across populations and teaching levels. A narrative summary that expands upon the data accompanies each table. These summaries contain information that relate to the broad research question being analyzed that may not be noted from the analysis of the table alone.

Following the analysis of the six research questions, a series of four dyadic or triadic vignettes explore the interconnections and collaborations which involve shared instructional leadership. The analyses focus on four forms of collaboration of mentor teachers. These analyses examine the internal and external rational, organizational, and political forces that support, guide, or push relationships into new contexts.

Appendices at the conclusion of this study display a copy of each interview protocol, the survey questionnaire, and other pertinent items that were used in this study.

**Research Question One**

*Did the Mentor Teachers Create Real, Intended Change for Other Teachers?*

Many experienced teachers feel trapped in a profession in which they do not see ways to grow within the context and confines of that profession. The daily routines of teaching
foster a sense of sameness and a decline in teaching effectiveness unless there are means for teachers to continue to learn, to develop, and to practice new classroom techniques. One goal for creating necessary, purposeful change is to help teachers feel inspired and become more enabled. This question explores whether there was purposeful and intentional change for other teachers through the mentor teacher program.

To analyze this question, fourteen pieces of data are used. One item emerged from the survey questionnaire and thirteen questions originated from the interview protocols of all six populations.

**Mentor Observations of New Teachers' Classes**

"The mentor proposes to observe each [of three] new teachers' classes [in the mentor's own school] and to comment in a specific area such as classroom management and discipline." (Appendix B)

Survey respondents were asked to give two responses. The first question asked: "If this happened, would you approve?" The respondent answered on a Likert type scale:

<table>
<thead>
<tr>
<th>Strongly Disapprove</th>
<th>Don't Care</th>
<th>Strongly Approve</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td>+3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The second question asked: "In your experience, does it happen?" The respondent had four possible answers:

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Two sets of tables (Tables 7 and 8; Tables 9 and 10) present an analysis of the information contained in this survey item.

The first table in each set details the answers given to the first question. The approval rating reflects the degree to which the respondent approved of the suggested practice from a low rating of +1 to a high rating of +3.

The second table in each set analyzes the answers given to the second question. These responses correspond to the frequency with which the practice occurs, from a low rating of "never" to a high rating of "often."

In Table 7, the percentage of approval for having teachers observe and assist new teachers extends from 67% for mentor teachers to 86% for teachers who were interviewed. There is support among all populations, but the strongest advocates clearly are the two populations of teachers, 83% and 86%. They gave more support for mentor observation and commenting than did the principals or mentor teachers. There is a 77% overall approval rate, and 37% across all populations support it with their strongest approval.

Principals have an approval rate of 76%; however in Table 8, just 5 principals indicated that this practice occurred even "sometimes." No principal thought that it occurred "often."
Table 7

Approval by Population of Having a Mentor Observe Three New Teachers' Classes to Help Them Make a Successful Start and Comment in a Specific Area Such as Classroom Management and Discipline

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>67%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>76%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>Teachers not</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>10</td>
<td>83%</td>
</tr>
<tr>
<td>interviewed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>15</td>
<td>15</td>
<td>28</td>
<td>77%</td>
</tr>
</tbody>
</table>

Table 8

Perceptions by Population of Actually Having a Mentor Observe Three New Teachers' Classes to Help Them Make a Successful Start and Comment in a Specific Area Such as Classroom Management and Discipline

<table>
<thead>
<tr>
<th>Population</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Principals</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Teachers not</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>interviewed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>24</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

(37%) (34%) (22%) (7%)
In Table 7 there are 7 (33%) of 21 mentors who disapprove (md, d, sd), as compared with 4 (24%) of the 17 principals; and this contrasts with 4 (11%) out of 37 teachers from the two populations who disapprove. It is interesting that fully one-third of the mentors disapproved of their observing classes and commenting on what they saw.

An overwhelming 71% of the respondents "rarely" or "never" knew about mentors who observed new teachers and talked with them about classroom management or discipline. Also in Table 8, 9 of the mentors perceived that mentors observe new teachers' classes "sometimes" or "often." This is a higher percentage than was given by any other population, despite the fact that the mentors' overall approval rate of such observations was lower than that of all other populations (67%, Table 7).

Tables 9 and 10 reflect the participants' responses by their respective assignment levels. The commonalities and differences among elementary, intermediate, and secondary levels are reported in these tables.

There are stronger degrees of approval in Table 9 among elementary respondents (83%) and secondary respondents (81%) than there are with the intermediate respondents (63%).

There was a great fluctuation of practice at the elementary level. Five elementary participants reported that mentor observations of new teachers "often" occurred (Table 10). However, 17 (44%) of the elementary respondents
### Table 9

**Approval by Level of Having a Mentor Observe Three New Teachers' Classes to Help Them Make a Successful Start and Comment in a Specific Area Such as Classroom Management and Discipline**

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>63%</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>81%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>15</td>
<td>15</td>
<td>28</td>
<td>77%</td>
</tr>
</tbody>
</table>

(7%) (2%) (11%) (3%) (20%) (20%) (37%)

### Table 10

**Perceptions by Level of Actually Having a Mentor Observe Three New Teachers Classes to Help Them Make a Successful Start and Comment in a Specific Area Such as Classroom Management and Discipline**

<table>
<thead>
<tr>
<th>Level</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>24</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

(37%) (34%) (22%) (7%)
stated that they actually have never known of a mentor and teacher working together in this manner.

No one at the intermediate or secondary level experienced mentors observing new teachers "often," (Table 10) but 9 persons (28%) stated that it happened "sometimes." There were 4 (21%) at the intermediate level as well who stated that mentors "never" observe and conference with new teachers.

Teacher Introduction to the District's Mentor Program

"Please describe how the [mentor teacher program] was introduced in this district as you saw it" (Appendix E). This question requested specific techniques that introduced teachers to the mentor teacher program within this district.

The vast percentage of classroom teachers' obtained their initial knowledge about the mentor program from district literature. Teachers cited several types of information--a district flyer, district bulletin, handout, district application, district literature, notice, and letter with questionnaire to fill out from the district if interested in applying for a mentor position (Table 11).

In two cases a site administrator intervened to acquaint a teacher with a mentor. In a third case, an administrator introduced a teacher to a mentor on the teacher's first day in the district. In the fourth instance, a principal and vice principal asked a teacher to observe in a mentor teacher's classroom.
**Table 11**

**Teacher Introduction to the District's Mentor Program**

<table>
<thead>
<tr>
<th>Means of introduction</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature from the district</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Notification by an administrator</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note.** \( n = 22 \) teachers who were interviewed.

This district's mentor teacher program became known mainly through the district's efforts of alerting teachers to its existence through literature sent to teachers and by site administrator discussions with teachers.

**Reasons for Teachers to Work With a Mentor**

"As I understand it, [mentor teachers] work with teachers at the teacher's request. What led you to make a request? What did you want?" (Appendix E) This question generated responses from teachers about their reasons for seeking out a mentor.

The responses of the 22 teachers interviewed in Table 12 indicate that there were a variety of
considerations which caused mentors and teachers to work together professionally, but they were not always at the teacher's request.

How a mentor and the teacher worked together prior to the mentor's formal role as mentor accounted for 6 of the initiating contacts of a teacher with a mentor. Another 4 teachers had attended a course, workshop, or demonstration lesson offered by the mentor and then requested additional assistance. After a demonstration lesson in language, one mentor followed up with specific lessons in the teacher's

Table 12

Reasons Teachers Gave for Working with a Mentor

<table>
<thead>
<tr>
<th>Reasons stated by teachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with mentor before being a mentor</td>
<td>6</td>
<td>27.5%</td>
</tr>
<tr>
<td>Mentor initiated contact with teacher</td>
<td>6</td>
<td>27.5%</td>
</tr>
<tr>
<td>Course, workshop, or demonstration lesson</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Administrative suggestion</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 22 teachers who were interviewed.
classroom at the teacher's convenience. One new teacher had been an instructional aide to a teacher who became a mentor. Upon entering teaching that year, she felt comfortable phoning him for suggestions to better organize her classroom. One other veteran teacher who taught next door to a mentor asked his advice on something new that she was teaching. "I really respect his opinion," she said, and then indicated that she probably would not have asked him for help had he not been a mentor.

There were 6 mentors who initiated contact with teachers. One mentor wrote to a new teacher at another school site saying she would like to be this teacher's "buddy." It worked!

Other contacts were more natural. Some teachers worked with a mentor because of administrative suggestions which elicited varying responses. One veteran teacher stated that her principal made arrangements for her to visit a mentor's classroom at another school and that there was "nothing casual" about the suggestion. The teacher did not like the principal saying, "You need a mentor." Another veteran teacher was asked to work with a mentor because the vice principal was unhappy about his instructional program. Two other administrators established a positive climate for two new teachers to work with a mentor.
Teachers' Perceptions of Results of Work with Mentors

"What have been the results and consequences of your work with [name of mentor teacher]"? (Appendix E) This question probed the effects and outcomes of a teacher working with a mentor from the point of view of the teacher.

A feeling of renewal and positive support was the primary response by 10 (45%) of the teachers served by mentors (Table 13). One stated that the mentor was an "echo chamber" between the teacher and the administrator, helping to accomplish a goal the teacher could not achieve alone. Teachers used terms such as "excellent role model," "gaining

Table 13

Teachers' Perceptions of Results of Work with Mentors

<table>
<thead>
<tr>
<th>Results stated by teachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More positive attitudes</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>New teaching techniques and ideas</td>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td>Behavior and management techniques</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. n = 22 teachers who were interviewed.
confidence," "support," "release of tension," "time management and organization," "the mentor simplifies things," "feel more at ease," and "much positive reinforcement" to describe their experiences with mentors.

Other teachers who gained ideas and techniques explained what had changed. Two teachers no longer felt like first year teachers because of the many "workable ideas" they received. Whether it was learning about computers, gaining an "inner vision" of how calm the mentor was in the classroom, or learning new forms of writing poetry with students, the teachers specified positive results that they attributed to their work with a mentor.

One teacher stated that she had made more than 350 classroom learning centers as a result of a mentor's modeling. Not only was she succeeding in motivating her students; but through her success, the teacher had stimulated other teachers in her school to use centers in the classroom.

**Mentor Main Activities as Described by Mentor Teachers**

"Please DESCRIBE for me your MAIN activities as a mentor." (Appendix C) This question delved into the primary functions of the mentors in their role as a mentor.

The mentor teacher focus has been chiefly to assist other specific teachers (Table 14). However, there are a variety of ways this has occurred. Mentors have worked with new and probationary teachers on student behavior, subject
Table 14

<table>
<thead>
<tr>
<th>Primary mentor activities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance to specific teachers</td>
<td>22</td>
<td>45%</td>
</tr>
<tr>
<td>Staff development workshops</td>
<td>12</td>
<td>25%</td>
</tr>
<tr>
<td>Demonstration lessons</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Department or committee work on site</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note.  \( n = 25 \) mentor teachers.

Mentor Main Activities as Described by Mentor Teachers

Mentors also have provided a variety of staff development workshops and demonstration lessons in their own classrooms and in other teachers' classrooms. Themes have included content areas, "make-it, take-it" activities,
classroom management and discipline, cooperative learning, and clinical teaching, to name a few.

Other unique mentor assistance has involved working with departments at the intermediate and senior high school level on how better to serve the needs of learning handicapped students within content specific classes, districtwide assistance for new and probationary teachers in bilingual education, providing suggestions to teachers who are teaching a new subject area, acting as a resource for two days in a school that did not have a mentor on site, coordinating interdepartment awareness and cooperation, and assisting in implementing a District Teacher Center for teachers to come for ideas, materials, and help.

Suggestions by Principals for Increasing Mentor Program Effectiveness

"What changes would you like to see made to make the mentor program more effective?" (Appendix D) This question examines how principals would modify the existing mentor teacher program to increase its effectiveness. (This is a free response question that the researcher inserted in the Far West interview protocols.)

There were 11 principals who responded that they would like more fully to utilize the mentor during the school day (Table 15). Some of their suggestions included sending teams of high energy mentors to schools to model ideas and teaching strategies, having two mentor teachers share a
class so that they would be able to work with teachers in the teacher's classroom, and to have the district better organize substitutes to be in each school a certain number of days so that the principal and mentor together could develop an action plan.

A number of principals stated the need to refine the mentor selection process. One principal felt the need to observe a mentor candidate in the classroom while another said that mentor candidates should not be on the mentor selection committee.

Eight principals wanted to facilitate the success of the mentor program. Principals, they said, need to be alerted on ways to use mentors. Guidelines could help principals be more aware of their role with mentors. One principal remarked, "At the beginning, had we been more informed, we would have known more what to expect."

Public relations is the other major area of change that principals felt would strengthen the program. There was a feeling that more publicity would be an asset. They suggested publicizing the good first year ideas so that principals and mentors could better utilize them the next year. The publicity also would offer direct communication with outstanding teachers and would provide them with knowledge about the mentor program that might encourage them to apply for a mentor position.
Table 15

Suggestions by Principals for Increasing Mentor Program Effectiveness

<table>
<thead>
<tr>
<th>Changes suggested by principals</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of mentors during the school day</td>
<td>11</td>
<td>21%</td>
</tr>
<tr>
<td>Better mentor selection process</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Help for principals to support mentors</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Publicize mentor program</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Greater district support/organization</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>More flexible use of mentors</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>52</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note.  n = 22 principals.

Several other issues emerged from one or more principals. These changes related to greater district support, organization, and expansion of the mentor program, more effective utilization of mentors, further training for mentors and other teachers, and less involvement in the mentor program by the teacher association.
Mentors' Suggestions for Increasing Mentor Program

Effectiveness

"What changes would you like to see made to make the mentor program more effective?" (Appendix C) This question deals with the alterations in the mentor teacher program that mentors proposed to enhance its effectiveness. (This was a free response question that the researcher inserted in the Far West interview protocols.)

The mentors identified seven ways to make the existing mentor program more effective (Table 16). Particular emphasis was placed on the need for mentors to continue as a mentor teacher for more than one year. "For mentors who have been successful, it would be a good idea to let them have an edge in being chosen for a second year so that there can be consistency and continuity in the program." All of the training and skill development that occurs in the first year would help the mentor in years two and three. "If the mentor term doesn't go beyond one year," said one mentor, "the immense amount of training given to mentors is basically wasted." Having to reapply for a mentor position each year seemed to be counter-productive to the program if the mentor had done well and wanted to continue as a mentor.

An equally important change the mentors suggested was the desire for greater district organization and support. As with the administrators, mentors desired further administrator and mentor dialogue. Stated one mentor, "I
can't go to a school and say, 'I'm a mentor teacher. Now, would you please send me six teachers for a demonstration lesson.'" If mentors and administrators met together formally, it would create a bonding so that principals and mentors could talk the same language and develop ways to work together more effectively.

Table 16

Mentors' Suggestions for Increasing Mentor Program Effectiveness

<table>
<thead>
<tr>
<th>Changes suggested by mentors</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve more than one year as a mentor</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Greater district support/organization</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Use of mentors during the school day</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Better training for mentors</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Mentor in each school</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Greater K-12 articulation</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>More flexible use of mentors</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 25 mentors.
Mentors would like to assist teachers in the classroom and would appreciate some structure to allow that to occur. Suggestions included having a portion of the year away from teaching "so that you really give [mentoring] your undivided attention and reach more of the audience than you can with fulltime teaching." Also, there were requests for a regular released time each day or week to mentor.

The training needs that were described are threefold. One need is to zero in on research of effective schools to learn what specific activities lead to schools being effective. One mentor stated, "Just because something works for me doesn't mean that it will naturally work for someone else." There need to be ways to help mentors accumulate information beyond themselves to use with others. A second expressed need is to learn how to put workshops together for other staff members. "It is difficult to stand in front of peers when not confident in one's self." The third training request relates to staying current on state and district policies. "Be sure mentors know policy changes so that they can inform and not misinform those with whom they work."

Suggestions of Other Respondents to Increase Mentor Program Effectiveness

"What changes would you like to see made to make the mentor program more effective?" (Appendices F and G)

This question examines modifications of the current mentor teacher program that the district official, district mentor
Table 17

**Suggestions of Other Respondents to Increase Mentor Program Effectiveness**

<table>
<thead>
<tr>
<th>Suggested changes</th>
<th>Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of funds and mentor allotment</td>
<td>DO  MC  TAO</td>
</tr>
<tr>
<td>Greater sphere of mentor influence</td>
<td>MC  TAO</td>
</tr>
<tr>
<td>More flexible use of mentors in district</td>
<td>DO</td>
</tr>
<tr>
<td>Agreement with teacher association</td>
<td>DO</td>
</tr>
<tr>
<td>Greater teacher prof. growth opportunities</td>
<td>MC</td>
</tr>
<tr>
<td>Strategies to attract quality mentors</td>
<td>TAO</td>
</tr>
</tbody>
</table>

*Note. DO = District Official  
MC = Mentor Coordinator  
TAO = Teacher Association Official*

coordinator, and teacher association official suggest would enhance its effectiveness.

All three spokespersons agree that the funding and allotments are critical issues that need to be reviewed and changed (Table 17 above). An expansion so that more people can participate as mentors, and a review of the funding cycle would help the mentor program increase its scope.
The mentor coordinator stated that if mentors move toward helping teachers change their perceptions of working collaboratively, that will open opportunities for professional growth and offer real occasions to influence fellow colleagues. The teacher association representative suggested the need for mentors to organize activities beyond their own school site and do more than demonstration lessons in order to create a broader sphere of mentor influence.

Perceptions of Important Educational Issues

"As you consider this district and consider public education more broadly, could you NAME a few of the issues which are most important NOW, or which are BECOMING most important?" (Appendix G) This question provided the district official and the teacher association official an opportunity to state specific concerns that they believed were especially impacting the education profession at that time.

The district official listed the following four issues as important: (a) merit pay for teachers, (b) effective schools, (c) educational reform issues, and (d) career ladders and other incentives for teachers.

The district official stated that the issue of merit pay for teachers had not yet fully been addressed in California, but needed to be. The mentor teacher program is an incentive and a form of a career ladder; however, there needs to be more of an incentive than just the mentor
teacher program. Teaching standards and teacher training also are important issues in the area of educational reform, according to this official.

Finally, she said that it is vital to understand the criteria of effective schools so that site and instructional leadership can produce the best school climate possible for quality teaching and student learning.

The teacher association official listed the following nine issues as important: (a) defining a teacher's role in a changing society, (b) defining a teacher's role in a changing American family, (c) policies that relate to teachers, (d) teaching as an isolated profession, (e) politics, the American public, and educational change, (f) an historic vs. a current view of educational priorities, (g) misunderstanding of testing by the public, (h) reality and knowledge base of the teaching profession, and (i) teacher shortage/teacher recruitment issues.

The teacher association official reported that there is a need to redefine the role of the teacher so that the profession responds to research and information on teaching and teachers. Teaching is not an attractive profession to the youth of the 1980s, and yet there is a rapidly growing teacher shortage.

The "edited amnesia about the way it used to be" in education--that what happened 30 years ago was the best type of education--permeates much of the current outlook, she
said. The present education system is not designed for the needs of an information society or the changing American family. Yet, the political situation remains that the American public has little tolerance for putting into place that which is needed for better student learning, according to the teacher association official.

Mentor Teacher Program and Important Education Issues

"As you see it, is the California Mentor Teacher Program related to any of the issues which you mentioned?" (Appendix G) This question required the two officials to make connections between their remarks about the important issues in public education and the California Mentor Teacher Program.

The district official made associations between the issues of merit pay and the effective schools movement with the California Mentor Teacher Program.

The teacher association official connected the need for new teachers to have assistance with the mentor teacher program because the mentor program provides teaching models. New teachers can observe mentors modeling excellent teaching strategies, and also have a place to go for specific help. The mentor program deals with the issue of teacher isolation because it brings teachers together in a professional context.

Additionally, the association official noted that there was an opportunity to increase expectations for veteran
teachers through the mentor program, allowing some teachers to take a lead in redefining their role in a changing society. Mentors have demonstrated their credibility as teachers. That might tie in with teacher recruitment issues, she said.

There were two areas where connections were not necessarily made by the association official: (1) the large gap between what the word mentor means in a broader context and what it means in the California Mentor Teacher Program, and (2) the differing success rates of local mentor programs within California because of wide disparity and variation of program designs.

Influence of Prominent Issues on Approach to Mentor Program

"Has your thinking on prominent issues in education influenced YOUR approach to the MENTOR PROGRAM in this district?" (Appendix G) This question was directed at the individual perceptions of the district official and the teacher association official concerning the influence prominent issues have had on their approach to the mentor program.

The two officials held similar underlying motivations. The teacher association official was very concerned with teachers who are isolated and the district official was very concerned about effective schools, but each addressed the need of teachers to have opportunities to spend professional time bringing theory into practice through having mentors.
share teaching expertise. The district official wanted to find further ways for mentors to design peer interaction opportunities with other teachers.

The teacher association official summed up her thoughts about the potential of the mentor teacher program by stating: "I think the mentor teacher can really influence what goes on in classrooms where a lot of paper policy and a lot of the rigorous accountability systems that rely heavily on somebody watching someone else are not going to produce that spirit of cooperation, enthusiasm, and the idea that we can all band together."


"How were the mentors selected in this district, and how has that affected the development of the mentor program here?" (Appendix G) This question specifically asked the two officials to examine the selection process as it has influenced the direction of the district's mentor teacher program.

The district official and the teacher association official provided differing perspectives on one aspect of this question. The district official saw the selection committee as administrators and teachers who have been elected by their peers. "The process for the selection was part of the negotiation process."
The district official outlined the selection procedure. The applicant files an application, provides two references, and goes through a classroom observation and documentation by the principal. Based on those activities, each applicant is ranked by the selection committee. The top candidates then are selected for an interview with the committee. After the interviews, the committee selects the mentors for that year. The criteria used, according to the district official, enable the committee to select people with exceptional qualities and skills so that the mentor program itself has quality.

These comments are in contrast to the teacher association official who stated that the list of teachers on the ballot to select teacher members of the mentor selection committee were handpicked by high level administrators before it reached the ballot for everyone to vote on teacher committee members. The teachers in the district were not able to nominate the candidates for membership on the committee. Even with that concern, the teacher association official noted that the association still urged any teacher desiring to be a mentor to apply for a mentor position.

District Mentor Coordinator's Strategy for Implementing the Mentor Teacher Program

"By way of SUMMARIZING work with mentors and principals, how would you describe your STRATEGY for implementing the mentor program?" (Appendix F) This
question required the mentor coordinator to synthesize his approach for eliciting support and understanding at the onset of the mentor program in the district.

Initially, the mentor coordinator took a very low profile because the mentor program began under a cloud of teacher association non-support. As the program started, there was a grievance lodged against the district by the teacher association because the association claimed it had no opportunity to shape the mentor program. Along with that problem, the teachers' contract had not been settled for that school year.

By December, 1984, a shift in attitudes occurred. Demonstration lessons and workshops conducted by mentor teachers attracted larger numbers of participants, and principals began calling the mentor coordinator requesting the assistance of mentors.

At that point the coordinator started a monthly newsletter which gave faculty, administrators, and staff information on the various activities of mentors, the resources mentors provided within the district and the schools, and about how teachers could get information about the mentor program.

The mentor coordinator reflected that he is not sure he should have stayed so low-key at first but that, in the end, it probably was prudent and wise. At the time of the interview, he was back on his projected schedule of
implementing the program. He thought there would be wide acceptance and use of mentors half-way into the second year of the program.

**Importance of the Mentor Program as Perceived by the Mentor Coordinator**

"As you consider what you see and hear in the district, what IMPORTANCE would you say has been attached to the mentor program?" (Appendix F) This question encouraged the mentor coordinator to reflect upon political, organizational, and rational implications of the mentor teacher program to the various players in the district.

The mentor coordinator reported that there was no clear vision about the mentor program in its inception at the district level. Varying perspectives prevailed about whether mentors should act as resource teachers, whether they should help other teachers in the schools, or whether they should design and implement curriculum projects. There was no overall district structure and many principals and mentors were pleased with the loosely coupled program. Many people wanted a piece of the action of the mentor teacher program without sensing long range goals.

After some months, the mentor coordinator stepped back and reflected upon how the mentor program could best fit into the overall district objectives. At that point he decided to focus on having mentors work primarily with
teachers rather than having mentors work primarily with curriculum.

The mentor coordinator thought that the district superintendent supported the mentor program. He cited the fact that there were a number of high ranking district personnel utilized in the selection process as one symbol of its importance.

The mentor coordinator thought that the teacher association officers valued the mentor program less than did association members because of the adversarial position the association took at the inception of the mentor program. This position had more to do with past relationships than it had to do with the actual program itself.

Teachers considered the potential of the mentor program very important as a resource for ideas, discussion, skill improvement, and innovation; and principals saw the potential of the mentor program to be important because of someone credible being on their site or close by to assist teachers, according to the mentor coordinator.

Summary: Did the mentor teachers create real, intended change for other teachers?

This summary reflects those aspects in the data that provide insight into whether or not mentors are creating real, intentional, instructional change for other teachers, what is and is not functioning well, and what interaction needed improving.
There are aspects of a mentor's arena of responsibility that can create real, intended change. Teachers in this study said that they collaborated with mentors primarily because they previously had experienced successful working relationships with the person or because a mentor teacher initiated the contact with them. This likely is related to the newness of the mentor program and the need to learn how to establish new norms between teachers and teachers who also serve as mentors.

The teachers shared that there were two important outcomes for them from having worked with a mentor. First, teachers felt more positive about themselves and about teaching. Second, teachers indicated that they valued the exchanges with mentors because they learned new teaching techniques and ideas.

In the written questionnaire, both populations of the teacher participants supported having mentors observe and assist new teachers with a higher approval rate than did either the mentor or principal populations. Nearly three-fourths of the total number of respondents, however, stated that mentors rarely or never actually observed new teachers to assist them in making a successful start. Mentors, in their interviews, reported that the majority of their time was devoted to assisting specific teachers. Thus, "assisting" is not synonymous with "observing."
Conducting staff development workshops was the second major work activity mentors cited. Teachers are receptive to mentors working in their classrooms under certain conditions. The coaching and observation structures as well as the knowledge and skills mentors need to do those activities well may not yet be fully developed due to the newness of the mentor program. There may also need to be further dialogue with the principals and staffs by mentors about their work.

In eliciting comments about how best to make the mentor program more effective, principals wanted more full utilization of mentors during the school day. Several also commented that they would value training for themselves on how better to use the mentor program.

Mentors cited changes that they felt would strengthen the mentor program. One change was in close alignment with what the principals requested; that is, mentors want to meet with principals to bond together more, to learn to speak a shared language, and to develop ways to work together more effectively. Mentors also saw a need for continuing in the position for longer than one year, if they have served well.

The district official and teacher association official, while listing different prominent issues influencing their approach to the mentor program, both agreed that mentors must translate theory into practice; and that, in their perception, the mentor's expertise is valued by peers.
Research Question Two

Did the Experience of Being a Mentor Teacher Provide Opportunities for Mentors to Become Better Teachers Themselves?

This question explores whether or not mentor teachers perceive themselves to be better teachers as a result of the experiences they encountered during their first year as mentors.

To analyze this question, three pieces of data were used. Two items originated from the survey questionnaire, and one item stemmed from the mentor interview protocol.

This research question concentrates on the professional development the mentors found useful in helping other teachers and, as a result, helping themselves be better educators. The analysis cites specific sessions that were named by mentor teachers and particular examples of trainings that assisted mentors in becoming more enabled classroom teachers themselves.

Mentor and Teacher Observations of Students

"After reporting that s/he has been 'working on ways to involve students,' the mentor proposes to each of these teachers [in the mentor's own school] that the mentor and teacher observe each other's classes and provide each other feedback on the matter [of involving students]

(Appendix B) This question elicited from the various
populations information on whether these types of observation and feedback opportunities occurred for mentors and teachers.

Two sets of tables present the analysis of the survey information for this research question. Tables 18 through 21 describe information about a mentor and another teacher observing student involvement in lessons; Tables 22 through 25 report the views of respondents about a mentor and another teacher collaborating on the review of curriculum and materials.

As explained previously, survey respondents were asked to give two responses. The first question asked: "If this happened, would you approve?" The second question asked: "In your experience, does it happen?" The respondents answered the first question with a Likert type scale of -3 to +3. They answered the second question by marking one of four possible responses: Never, rarely, sometimes, often.

The first table in each set details the answers given to the first question. The second table in each set analyzes the answers given to the second question.

Tables 18 and 19 deal with the mentor and other teachers observing one another's classes concerning ways to involve students in lessons. The tables examine commonalities and differences of opinion among the populations of mentors, principals, and teachers.
Table 18

Approval by Population of Having a Mentor and Another Teacher Observe Each Other and Provide Feedback about Ways to Involve Students in Lessons as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>71%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>76%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>79%</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>16</td>
<td>21</td>
<td>18</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 19

Perceptions by Population of Actual Classroom Observations and Feedback by Mentors and Other Teachers about Ways to Involve Students in Lessons as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>19</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Principals</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>22</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>32</td>
<td>22</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

(44%) (31%) (22%) (24%) (3%)
In Table 18 all populations have an approval rate of 70% or higher for these activities. In Table 19, 8 of the mentor teachers (42%) stated that they "sometimes" have this type of exchange occur, but no mentors stated that this type of observation and feedback occurs "often." An overwhelming 21 teachers who were not interviewed (95%) stated that the mentor teachers and they "never" or "rarely" took part in these observation/feedback exchanges. Additionally, 54 out of 72 persons from all populations, including 11 mentors (58%), reported that they "never" or "rarely" were aware of these observation/feedback exchanges.

Thus, even though 73% of all populations and 71% of the mentors supported the opportunity for mutual observations and feedback between themselves and other teachers, only 8 mentor respondents (42%) provided a mutual opportunity for themselves and other teachers to observe one another and to supply feedback about student participation in lessons. The same inconsistency apparent in the analysis of the first research question reappears in the analysis of the second research question.

Tables 20 and 21 also deal with the same question as the previous two tables, but these tables examine the commonalities and differences of opinion among elementary, intermediate, and secondary levels.

In Table 20 the average percentage of approval for having a mentor teacher and another teacher observe one
Table 20

Approval by Level of Having a Mentor and Another Teacher Observe Each Other and Provide Feedback about Ways to Involve Students in Lessons as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>nd</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>70%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>66%</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>86%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>16</td>
<td>21</td>
<td>18</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 21

Perception by Level of Actual Observations and Feedback by Mentors and Other Teachers about Ways to Involve Students in Lessons as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>17</td>
<td>13</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>13</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>32</td>
<td>22</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

(44%) (31%) (22%) (3%)
another and provide each other with feedback about ways to involve students in lessons was 73% across all levels. The average perception of this practice actually occurring "sometimes" or "often" was noted (Table 21) by 18 of the 72 respondents (25%). Only 2 elementary respondents perceived this practice to occur "often," while no other populations expressed this.

There is a wide range of difference between the approval and the perceived amount of occurrence among all levels. Especially striking is the difference of the secondary populations. In Table 20, secondary respondents approved of these practices by 88%; whereas, in Table 21, only 3 of the 13 the secondary respondents stated that the practices occurred "sometimes."

**Mentor and Teacher Review of Curriculum Units and Materials**

"To each other teacher [of the same subject and grade], the mentor proposes that the mentor and teacher sit down together, look at the units and materials which they are using or might use, and try to make some improvements."

(Appendix B) Tables 22 to 25 deal with the mentor and another teacher talking about the improvement of curriculum units and materials. The analysis examines the commonalities and differences among populations of mentors, principals, and teachers concerning this issue.

Table 22 shows that 76% of all the populations approved of the concept that mentors and other teachers of the same
Table 22

Approval by Population for a Mentor and Other Teachers at the Same Subject and Grade Level to Review and Improve Units and Materials as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>82%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>93%</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>22</td>
<td>25</td>
<td>76%</td>
</tr>
</tbody>
</table>

(1%) (4%) (7%) (12%) (13%) (30%) (33%)

Table 23

Perceptions by Population of Actual Review and Improvement of Units and Materials by a Mentor and Other Teachers at the Same Subject and Grade Level as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Principals</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>15</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>21</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>

(37%) (29%) (30%) (4%)
subject and grade level review and improve curriculum units and materials. Only 9 of the 75 respondents (12%) disapproved of the idea. Teachers who were interviewed have a 93% approval rate. Surprisingly, just 14 of the 21 mentors (67%) approved; and 3 (14%) mildly disapproved. The 67% approval by mentors represents the lowest percentage of approval among all the populations who were surveyed.

In Table 23 the perceptions about the actual review and improvement of units and materials by mentors and other teachers vary widely across populations. More than half of the mentors and principals (51%) perceived that this type of review and improvement occurred "sometimes" or "often," but only 6 of the teachers noted that it took place "sometimes." Not even one teacher indicated that it occurred "often." A total of 48 respondents from all populations (66%) stated that curriculum collaboration "never" or "rarely" occurred.

Tables 24 and 25 also deal with the same issue, but they examine the commonalities and differences of views concerning the issue among elementary, intermediate, and secondary respondents.

As shown in Table 24, there is a 76% average approval rate among all populations for having mentors and other teachers of the same subject and grade level review and improve curriculum units and materials. This contrasts with Table 25 where only 25 of the total respondents (34%)
### Table 24

**Approval by Level for a Mentor and Other Teachers at the Same Subject and Grade Level to Review and Improve Units and Materials as Proposed by Mentor Teachers**

<table>
<thead>
<tr>
<th>Level</th>
<th>No. responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Elementary</td>
<td>40</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>

### Table 25

**Perceptions by Level of Actual Review and Improvement of Units and Materials by a Mentor and Other Teachers at the Same Subject and Grade Level as Proposed by Mentor Teachers**

<table>
<thead>
<tr>
<th>Level</th>
<th>No. responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>Elementary</td>
<td>40</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
</tr>
<tr>
<td>Secondary</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
perceived that these practices occurred "sometimes" or "often."

In Table 24, 75% of the high school respondents approved of the idea, while only 3 of them (21%) stated that this form of curriculum dialogue happened even "sometimes" (Table 25). None of the intermediate or the secondary populations stated that this type of discussion took place "often."

Useful Training Topics as Perceived by Mentors

"Let's try to zero in on how training can help you. From the training you mentioned, pick a particular hour or session that was particularly helpful. What was the message you took away from that session?" (Appendix, C) This question focuses on the training that mentor teachers received when they become mentors, and which aspects of the training were especially useful in their work as mentors.

Twenty-two of the 25 mentors (88%) indicated that their training had been helpful, and four respondents reported receiving more than one type of useful training. Table 26 lists the topics that mentors found useful, along with the percentage of the total responses.

Nine topics were mentioned in the mentors' responses. Four themes were noted more frequently than were the other five; training in clinical teaching and supervision was a favorite among ten of the mentors.
Table 26

Useful Training Topics as Perceived by Mentors

<table>
<thead>
<tr>
<th>Training topic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical teaching/supervision</td>
<td>10</td>
<td>37%</td>
</tr>
<tr>
<td>&quot;Project Impact&quot;/thinking skills</td>
<td>5</td>
<td>18%</td>
</tr>
<tr>
<td>Conferencing skills with teachers</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Mentor-to-mentor dialogue</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note.  \( n = 25 \) mentors.

Fourteen comments cited specific mentor insights about ways that the mentors felt that the trainings assisted them in becoming better teachers themselves. The most useful trainings related to the areas of specific organizational skills, insights and new perceptions about students, student outcomes, new materials, instructional methods, and reflections about their own philosophy of teaching.

Comments on the clinical teaching/supervision training were as follows.
1. The steps of lesson organization make teaching work in the best way it can.

2. The training is helpful for time management and for creating a smooth lesson.

3. It was a reminder of what I am not doing in my own teaching. The concrete research base has been translated into experience with definite steps to follow.

4. It was a reminder to tell my students what they will be doing before they do it. Old, old, old, but it works.

5. It's not that I'm learning so much ... but what the trainings do is reinforce my feelings about teaching. That is, these kids are important. And I don't want to do anything, I try to not do anything that puts them down or makes them feel bad about themselves. What I am trying to do is draw them out. Let them know they're great and wonderful; and if they get involved, they're going to learn.

6. This could help with a plan to raise student achievement. It is very helpful to a new teacher and to any teacher.

7. The steps of clinical teaching are very structured. There are clear components. It is logical, sequential, and orderly.

8. There is an awareness of how language takes place from the student's perspective. The mentor could see how to set the stage for learning and learn how to reach a new
generation through understanding the signs and symbols of the students.

Comments on the "Project Impact"/thinking skills training were as follows.

1. This can be used readily in the classroom in many different ways. It is good to teach logical thinking to junior high school students.

2. The "Project Impact" materials are outstanding.

3. We try hard to bring students to us, but do we try hard to go to them?

4. This created a deeper level of understanding into various kinds of questioning strategies. It was a good reminder.

5. The questioning strategies can be used a great deal with students.

One mentor commented on the mentor-to-mentor dialogue sharing. "This helps mentors stay in touch with the fact that "we are all there for the main purpose of helping kids."

Summary: Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?

The majority of all participants in the written survey supported mentors and teachers observing one another and providing feedback on ways to involve students. Nearly every teacher claimed, however, that such observation and
feedback never or rarely came about, while nearly half of the mentors claimed these types of observations occurred sometimes.

The second survey questionnaire question yielded somewhat parallel information to that of the first question. It asked whether mentors and teachers from the same teaching level should discuss curriculum improvement together. Most of the teachers approved of the idea, but they said that these types of exchanges occurred infrequently. Mentor approval was lower, yet about half of the mentors stated that discussions with teachers about curriculum occurred with some regularity. There were vast differences of perception within and among the populations about what actually happened and within the mentor population about the appropriateness of this form of discourse.

The two questionnaire responses have similar patterns. The teachers generally support mentor and teacher observations and discussions in the contexts that were described, but they did not have the experience of participating in many. The mentors are more cautious in their approval of the practices, but they perceive a much broader use of the tactics than do many of the other teachers.

Mentors also listed trainings that they thought were helpful. Several pieces of those trainings are able to relate directly back to the mentor's own classroom setting
as well as being useful for work with other teachers. Of particular merit is information about lesson organization, focus on high expectations of students, and thinking and questioning strategies.

From the above analysis, it appears that training workshops helped many mentors become better teachers, but at least some of the mentors were not involved with a teacher and mentor observation or discussion structure that would have provided them with feedback to use in their own classroom settings.

**Research Question Three**

Did the Training Provided Mentor Teachers, Along with the Potential for Shared Instructional Leadership Afforded by the Training, Change Existing Norms of Teacher and Administrator Collaboration?

Even if advocates of merit pay initiatives get their way, the monetary differentiation still would not foster an environment in which capable teachers become full professional partners collaborating in instructional leadership with administrators. Outstanding teachers may well continue to opt out of the field of education. Superb candidates are likely not to consider seriously a career in teaching. To expect intelligent, ambitious people to maintain basically the same work responsibilities year after year is totally unrealistic. This research question asks
whether there has been a change in the existing norms of teacher and administrator collaboration through the training of mentor teachers, and whether opportunities have opened up for mentors to share in instructional leadership because of that training.

To analyze this question, six pieces of qualitative data were used from the interview protocols of the mentors, principals, and district mentor coordinator.

**Formal Training for Mentor Teachers**

"Have you had any formal training or workshops that were specifically intended to prepare you for your work as a mentor?" (Appendix C)

Table 27 reports the types of training most frequently named by mentor teachers. Twenty-one mentor teachers stated that the training to work as a mentor teacher and to learn ways to conference with other teachers helped prepare them for their work as a mentor. Thirteen mentors listed the workshops in clinical teaching and clinical supervision as helpful in their new role.

Conducting demonstration lessons in the classroom and learning presentation skills for conducting workshops tied in importance with training in critical thinking and "Project Impact" with 9 mentors citing each type of training. Workshops in equity teaching and cooperative learning were not far behind with 8 votes. In all, the mentors had a positive regard for their training, and as a
Table 27

Formal Training for Mentor Teachers

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring and conferencing skills</td>
<td>21</td>
<td>29%</td>
</tr>
<tr>
<td>Clinical teaching and supervision</td>
<td>13</td>
<td>18%</td>
</tr>
<tr>
<td>Demonstration lesson &amp; presentation skills</td>
<td>9</td>
<td>13%</td>
</tr>
<tr>
<td>Critical thinking and &quot;Project Impact&quot;</td>
<td>9</td>
<td>13%</td>
</tr>
<tr>
<td>Equity teaching and cooperative learning</td>
<td>8</td>
<td>11%</td>
</tr>
<tr>
<td>Teaching strategies and classroom org'n.</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Effective schools</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Content area training</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>72</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. \( n = 25 \) mentor teachers.

group they felt the training helped them in their role as mentors.

Mentor Teacher and Mentor Coordinator Communication

"My understanding is that [name of mentor coordinator] is the district's mentor coordinator. Is that right? Have you met or talked individually with him? How often? ... About what?" (Appendix C)
The majority of communications with the mentor coordinator seemed to be through telephone calls back and forth. Other means for staying in touch included (a) discussions prior to, during, and following scheduled meetings with mentors; (b) when the mentor coordinator met with the mentor at his/her school; and (c) through written memoranda. Table 28 lists the types of discussions that mentors had with the district mentor coordinator.

The majority of communications that occurred between the mentor coordinator and mentor teachers were related to questions that mentors had about their role. In Table 28, 24 of the contacts (53%) between the mentor coordinator and mentors, had to do with duties, guidelines, and concerns that related to being a mentor teacher.

Discussions about scheduling and organizing workshops (18%) and preparing and conducting of demonstration lessons (16%) also took place quite frequently. Finally, the mentor coordinator frequently attended some mentor lessons and workshops. Six mentors acknowledged that the district coordinator had come to their classroom or workshop site.

Consistent and ongoing comments by mentors about the mentor coordinator were revealing. Not one statement was made that he was inaccessible or that it was difficult to talk with him. On the contrary, two mentors remarked that the mentor coordinator was very accessible. Three other persons noted that he was very approachable. Terms such
Table 28

Types of Mentor Coordinator and Mentor Teacher Communication

<table>
<thead>
<tr>
<th>Reason for communication</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor questions about duties, concerns</td>
<td>24</td>
<td>53%</td>
</tr>
<tr>
<td>Scheduling and organization</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Demonstration lessons</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Coordinator visits to sites</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>45</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 25 mentor teachers.

as "positive," "compassionate," and "understanding" were used to describe his manner in dealing with people. One mentor stated that she thought the mentor coordinator to be a very willing person who facilitated whatever needs the mentors had. Other mentors said that he allayed fears, calmed people, and was "really supportive."

Principal and Mentor Teacher Communication

"Let's turn to your situation in schools, specifically your relations with principals. I understand that you work with [sampled principal's name]. . . . In what connection? Since you were selected as a mentor teacher, have you and
[principal's name] ever talked about your work as mentor?"
(Appendix C)

The mentors documented the types of interactions they had with their principals. Although the exchanges span a wide range of specific interactions, there are several patterns that emerge, as noted in Table 29.

Ten mentors held discussions with their principal or vice-principal to organize and conduct site staff development. In two cases, the principal or vice-principal collaborated with the mentor teacher to conduct the inservice. There were 9 statements of scheduling or working together with the principal. These included planning with the principal, helping him or her, and keeping the principal apprised of goals and progress by going through the mentor's log of activities in the hours spent mentoring. One mentor commented: "The principal uses me like a resource teacher."

A different type of interaction was noted by 9 mentors. These dialogues served to support the mentor teacher. References were made about a principal's assistance to the mentor in dealing with problems. Others said the principal notified the mentor of a conference and then facilitated the mentor's attendance. There were statements reporting the kindness and consideration of principals, and of a principal displaying confidence in a mentor: "He's wrong, but sometimes he thinks I can walk on water."
A counterpoint to the supportive statements above was the mentor who felt that she was being monitored too closely by her principal. The principal didn't want the mentor to get "too carried away with her mentoring responsibilities" because the principal did not want to be a substitute teacher while the mentor was off mentoring.

Also on the negative side, 7 mentors (14%) declared that they and their principals have had little or no discussion about their role as a mentor. In one instance, a mentor was told by her principal what she would like the mentor to do, and that there was no discussion of how they both saw the role. According to the mentor, there was "no real dialogue."

Although the statement about mentor and staff member collaboration had only 3 responses, the mentors noted two methods used by principals to help a mentor gain access to work with individual teachers. One way was for a principal to suggest that the mentor initiate contact with a specific faculty member. A second way is to have the principal speak to an individual teacher about seeking out the mentor for assistance.

There were two rather unique responses in which mentors served as support persons for the principal. One mentor stated that "I'm really kind of a sounding board for the principal, I think, in some instances. She likes to bounce ideas off me and get my feedback. I do a lot of that with
Table 29

Types of Principal and Mentor Teacher Communication

<table>
<thead>
<tr>
<th>Reason for communication</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and conduct site inservice</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Schedule or plan together</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Support to the mentor teacher</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Discuss mentor role on and off site</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Minimal or no discussion with mentor</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Mentor and staff member collaboration</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Mentor support of principal</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>49</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 25 mentor teachers.

The second mentor responded, "The principal comes to him to ask his opinion about certain matters.

District Assistance to Principals for Utilizing Mentors

"Has the district done anything to help you figure out how the mentor(s) fits into your school?" (Appendix D)

The 22 principals reported many specific ways in which they have learned how to utilize mentors during the first
year of the mentor teacher program. The responses are summarized below in Table 30.

The vast amount of initial information to principals on the use of the mentor teacher program occurred through written guidelines sent out from the district. A total of 18 of the 22 principals listed written information from the district as at least one of the ways they learned about the mentor teacher program (Table 30). Several principals who had no other contact with the mentor program claimed that they liked having minimal district directives. One respondent stated that his school had an opportunity for greater innovation in the use of the mentor program because he hadn't received a lot of directives from the district office. Others claimed that a brief written program overview had given them freedom and independence to configure the program to meet their school needs. "When the mentors can serve a useful purpose in doing certain things, that is how they are used. . . . We use them where we feel they're important." Also, one principal who was preparing a site workshop on clinical teaching explained his thinking: "Why shouldn't I be able to use [the mentors'] expertise? They've already had the training during the summer?" So, she did. The mentors helped her to prepare her staff development session.

The district supplied considerable training to the mentors. Seven principals reported that this training
provided skill-building opportunities so that the mentors could come back to the schools and assist the principals in planning professional development activities. One respondent stated that the mentor helped organize activities for a staff "minimum-day" and a faculty meeting, while another said that training for mentors "was a nice matching of a need I had for inservice for the staff and the mentors had the training."

Table 30

District Assistance to Principals for Use of Mentor Teachers

<table>
<thead>
<tr>
<th>Type of district assistance</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written guidelines about mentor program</td>
<td>18</td>
<td>46%</td>
</tr>
<tr>
<td>District training of mentors</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Workshops for administrators</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>District mentor coordinator contact</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Mentor explanation to principal</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>No assistance</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>39</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 22 principals.
The district mentor coordinator contacted some principals individually. Five principals reported on a personal contact they had with the coordinator. One principal mentioned that the mentor coordinator was very well chosen because he had helped principals utilize mentors through his skill in coordinating inservices for mentors, and he helped organize teacher visitations for demonstration lessons, and he aptly handled many other details.

Three mentors took a proactive stance and went directly to the principal and explained their role. They did not wait for the principal to speak with them or for the district directives to inform the principal about their mentor position.

Mentor Training Organized by District Mentor Coordinator

"Have you attended, arranged, or led training for the mentors?" (Appendix F)

The district coordinator initiated various types of mentor trainings over a six month period. He organized a three day program at the beginning of the 1984-85 school year at which time the mentors had an opportunity to build their skills and take on some sense of direction concerning the program. Everyone wanted some direction from the coordinator because there was much less definition from the state level than there was even at the time of the interview one half year later.
During the first half of the school year, small group trainings were offered to mentors providing chances for kindergarten through twelfth grade teachers to mix. The coordinator stated that the mentors had high enthusiasm and seemed to "work off of each other." With such a group of high quality people as mentors, "what is reflected in their personality is reflected in their classroom. They are well structured. They are innovative." He pointed out that a lot of their energy was translated into effective classroom practices.

The coordinator reported that he had received considerable positive feedback from the mentors who had appreciated his efforts for them, and he very much appreciated their efforts for the program.

**District Coordinator's Views of Most Helpful Training**

"From your point of view, what PARTS OR ASPECTS of that training are most helpful to the mentors in their work?" (Appendix F)

The mentor coordinator believed that three conditions helped mentors respond positively to training: (a) when the instruction built capacity for mentors; (b) when the training helped to sharpen their skills; and, (c) when the information was perceived as being keenly important.

Clearly, mentors wanted skills that would help them to work effectively with other teachers. They especially
appreciated learning how to conference with teachers and acquiring specific ways on how to conduct workshops.

Comments on the clinical teaching workshop ranged from "This is what I already do" to "This is terrific." The mentors discovered that talking about it and doing it were two very different things. That realization prompted a workshop to assist mentors on "How to Teach Clinical Teaching."

The least well received workshop was on effective schools. The coordinator attributed the lack of mentor enthusiasm to an insufficient purpose in their minds. If the principals had been doing something on site with effective schools and the faculty had been aware of it, there would have been much more likelihood that the participants would have found it meaningful.

Summary: Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teacher and administrator collaboration?

The training held for mentors at the beginning of the school year provided mentor skill building. The two most helpful aspects of the training, according to the mentor coordinator, were in how to conduct a workshop and how to conference with teachers. At least for some mentors, the skill building training did increase the principal's openness to them as mentor teachers. Several mentors met
with their principal to collaborate on planning and conducting staff development on site, and to schedule and plan together. Nearly one-third of the principals said that the district's training of mentors added to their skills. Some mentors assisted their administrators with planning and conducting staff development during the school year.

Two indirect inferences could be made about training and communication with the mentor coordinator and its potential to the mentors. First, mentor questions to the mentor coordinator about their duties and concerns assisted mentors in understanding their role more clearly and potentially furthered their self confidence when talking with the principal about their mentor work. Second, the coordinator was a superb mentor to the mentors—a role model of empathy, consideration, and accessibility.

Principals were asked to share how they learned the skills they needed to work with a mentor teacher. The primary response from most principals was that they received written guidelines from the district. Some principals liked having minimal district input so that they could personally tailor the use of the mentor program to their site needs. But it may not have been enough structure for other principals to understand new ways to work with this teacher who now was a mentor to others as well. More than one-fourth of the mentors who were interviewed stated that
there had been minimal or no discussion with their own principal about mentoring.

Although there were a few other information sources for principals to learn about the mentor program such as administrative briefings and direct contact from the mentor coordinator, one element of mentor leadership likely assisted in changing norms of collaboration between some mentors and their principals: a few mentors took the initiative to educate their principal about the mentor's responsibilities. They did not wait for the principal to initiate the discussion.

**Research Question Four**

*Did the California Mentor Teacher Program Help Reduce Teacher Isolation Through Teacher Collaboration?*

There is a long-standing tradition that teachers work alone. This aloneness or isolation prevents excellent classroom practices from expanding. Thus, the profession itself has not learned from its own mistakes, nor has it learned from its successes. This research question explores whether or not the California Mentor Teacher Program offers mentor teachers opportunities to reduce teacher isolation through specific types of teacher-to-teacher interaction.
To analyze this question, four pieces of data were used. Three items originated from the survey questionnaire, and one item stemmed from the interview protocol.

**Mentor Observation of Student Work**

"The mentor proposes to visit some teachers' classrooms [of the same subject and grade as the mentor] and observe how students work with the various materials, with the view that this information could guide the selection and preparation of materials." (Appendix B)

Two sets of tables (Tables 31 through 34) show the analysis of the survey information that relate to having a mentor and another teacher observe students at work with materials so as to guide them in the selection and preparation of other materials.

In Tables 31 and 32, the analysis describes how each population responded to the survey questionnaire. In Tables 33 and 34, the analysis illustrates how elementary, intermediate, and secondary levels answered the question. The totals in all tables include only those persons who responded to this question, which explains the unequal totals among Tables 31 through 34.

In Table 31, 4 mentor teachers (19%) disapproved of the opportunity for such teacher to teacher interaction. This was a higher percentage of disagreement than that of other populations who were surveyed (principals, 17%; teachers interviewed, 7%; teachers not interviewed, 9%; mentor
Table 31
Approval by Population of Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>67%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>71%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>86%</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td>15</td>
<td>21</td>
<td>75%</td>
</tr>
</tbody>
</table>

(4%) (4%) (5%) (12%) (28%) (19%) (28%)

Table 32
Perceptions by Population of Actually Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Population</th>
<th>n</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>20</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>30</td>
<td>29</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

(41%) (39%) (17%) (3%)
In Table 32, 14 mentor teachers (70%) reported that this practice "never" or "rarely" occurred. A total of 57 of the respondents (75%) approved of mentors and teachers working together in this way (Table 31); whereas, only 15 of the total number of respondents (20%) stated that there actually were mentors and other teachers working together "sometimes" or "often" to observe students' use of materials to guide in the selection and preparation of materials (Table 32).

The teachers who were interviewed approved at a rate of 86% (Table 31); but as shown in Table 32, only 8 of these teachers (62%) stated that the practice occurred "rarely" or "sometimes."

The teachers who were not interviewed approved at a rate of 78%, however, only 7 of these teachers reported that this practice occurred "rarely" or "sometimes." A total of 16 people responded that it did not occur at all.

Two mentors (10%) stated that this type of collaboration occurred "often." There were no people in any of the other populations who stated that it happened "often."

The mentor coordinator "mildly approved" of the concept; however, in his perception, the practice "never" occurred. Thirty respondents (41%) agreed that collaboration to observe students in order to guide in the
selection and preparation of appropriate materials by teachers and mentors never took place.

Tables 33 and 34 deal with the same collaboration issue but these tables report the commonalities and differences among the responses of elementary, intermediate, and secondary educators.

Table 33 shows that there were wide ranges of differences between the approval rate and rate of occurrence at all three levels. At the elementary level, 70% of the persons approved; at the intermediate level, 79% of the persons approved; and at the secondary level, 81% of the persons approved. This contrasts with the perceived rate of occurrence described in Table 34. In the elementary schools, 9 people (21%) stated that this kind of interaction occurred "sometimes" or "often." Only 3 persons (16%) at the intermediate level and 3 persons (23%) at the secondary level responded that it occurred even "sometimes" while no one stated that it occurred "often."

Few people disapproved of having a mentor and another observe students at work with materials at any level. At the elementary level 6 persons (15%) disapproved; at the intermediate level, there were 2 persons (11%); and at the secondary level, there were only 2 persons (13%).
Table 33

Approval by Level of Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>sd</th>
<th>d</th>
<th>md</th>
<th>n</th>
<th>ma</th>
<th>a</th>
<th>sa</th>
<th>Percent of approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>79%</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>81%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>20</td>
<td>15</td>
<td>21</td>
<td>75%</td>
</tr>
</tbody>
</table>

(4%) (4%) (5%) (12%) (27%) (20%) (28%)

Table 34

Perceptions by Level of Actually Having a Mentor and Another Teacher Observe Students at Work with Materials to Guide the Selection and Preparation of Materials as Proposed by Mentor Teachers

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>17</td>
<td>14</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>19</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>29</td>
<td>29</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

(40%) (40%) (18%) (2%)
What Counts Most in Deciding to Work With a Mentor?

"Suppose for a moment that YOU ARE A TEACHER WHO HAS BEEN APPROACHED BY A MENTOR. The mentor has offered or proposed to work with you in some way, or has invited you to participate in some activity. You are deciding whether to respond. In making your decision, WHAT KIND OF INFORMATION COUNTS MOST?" (Appendix B)

Tables 35 and 36 report the survey information related to what counted most in deciding whether or not a teacher wanted to work with a mentor teacher. These tables reflect the same five populations and three academic levels as were described for Tables 31 through 34.

There were seven possible responses that the survey allowed respondents to give.

A = What is written in the mentor's job description or assignment.

B = What your principal says about the mentor.

C = What other teachers say about the mentor.

D = What you have seen of the mentor.

E = What the mentor proposes that you do together.

F = The exact way the mentor behaves toward you in each situation where you have dealings.

G = Other _____.

Each person had ten imaginary chips to distribute among choices A to G. Tables 35 and 36 indicate the percentage of chips that were played by all respondents in each population.
### Table 35
**What Counts Most by Population in Deciding Whether to Work with a Mentor**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>3%</td>
<td>5%</td>
<td>10%</td>
<td>26%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>3%</td>
<td>6%</td>
<td>17%</td>
<td>28%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>14</td>
<td>3%</td>
<td>1%</td>
<td>6%</td>
<td>21%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>30%</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>10%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Note.** A = Mentor's written job description or assignment  
B = Principal comments about a mentor  
C = Teacher comments about a mentor  
D = What a teacher has seen of a mentor  
E = Mentor proposal of what to do together  
F = Exact mentor behavior toward a teacher each work time together  
G = Other

### Table 36
**What Counts Most by Level in Deciding Whether to Work with a Mentor**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
<td>25%</td>
<td>27%</td>
<td>28%</td>
<td>4%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>Secondary</td>
<td>2%</td>
<td>5%</td>
<td>16%</td>
<td>29%</td>
<td>23%</td>
<td>24%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Note.** Responses A - G are the same as in Table 35.
and in each academic level. For example, the 21 responding mentors had a total of 210 chips. They played 3% or 7 of their chips on response A.

There are striking similarities in Table 35 about how all populations responded to what was important in working with a mentor teacher. Each of the categories D, E, and F accounted for between 20% and 33% of the total number of chips that were played by all populations (Table 35) and between 23% and 29% of the educators at all levels (Table 36). Categories A, B, C, and G had much lower percentages of chips played by all populations and at all levels than did categories D, E, and F.

Teachers who were not interviewed put 9% more chips on response D, what they saw of a mentor, than did teachers who were interviewed. Conversely, teachers who were interviewed played 10% more chips on response F, than did teachers who were not interviewed. That response dealt with the exact way mentors behaved each time they interacted with teachers in their mentoring capacity. Each teacher who was interviewed had worked with a specific mentor, whereas teachers who were not interviewed may or may not have had mentoring contacts.

In Table 35 the district mentor coordinator placed 30% of his chips and the principals placed 17% of their chips on response C, what other teachers say about a mentor. In strong contrast, all teachers placed 6% or less of their
emphasis on that point. Mentors placed only a 10% of emphasis there. Table 36 shows that the secondary principals (16%) ranked that item higher than did principals at either the elementary or intermediate levels.

Also, in Table 35, the principals placed only 20% of their chips on response E, what mentors proposed that they would do with a teacher. The teachers rated that point at 29% and 31%, indicating that what a mentor suggested had a greater importance to the teachers than it did to the principals.

Highest priorities about what counted in having a teacher accept an invitation to work with a mentor teacher differed widely across populations (Table 35). Mentors and teachers who were interviewed ranked the mentor's behavior in each situation (F) as their highest priority. What teachers saw of a mentor (D) was the highest priority of the principal. Teachers who were not interviewed stated that what the mentor proposed to do together (E) was their highest consideration in whether or not to use a mentor. The district mentor coordinator rated that what other teachers said about the mentor (C) as his highest priority.

It is interesting to note that eight respondents from three populations placed chips in category G. These included two of the three mentors, one elementary principal, and four teachers who were not interviewed.
One teacher placed 4 chips on a mentor's skill as a teacher and whether she had gained respect for the mentor in that capacity. A second teacher placed 2 chips on a mentor's expertise in what the two would work on together. One elementary principal placed 2 chips on the mentor's approach toward a teacher. There was 1 chip played on student attitude toward a mentor, another on the way the mentor deals with students, a third on a mentor's willingness to maintain an ongoing commitment to the teacher, a fourth on how well a teacher has worked with that mentor in the past, and a fifth on the personal observations by the teacher of the mentor at work in other collegial situations.

What Matters Most in Determining How a Mentor Works?

"In thinking about what [a] mentor could, might, should, or should not do, WHAT MATTERS MOST TO YOU? (Appendix B)

Tables 37 and 38 report the responses of the various populations and the educators at each level on what mattered most in determining how a mentor works with other teachers. There were ten possible responses.

A = Who selected the mentor, and how.
B = The fact that the mentor is being paid a stipend of $4000 per year.
C = The mentor's formal qualifications, such as degrees or years of experience.
D = The mentor's subject area or grade level.
E = Whether the mentor is operating in his own school, or in another school.
F = The mentor's relationships with administrators.
G = Whether the mentor has been trained to deal respectfully with other teachers.
H = The mentor's skill as a teacher.
I = How the mentor actually behaves toward teachers.
J = Other ______.

As with the previous survey questionnaire item, each person had ten imaginary "chips" to distribute, this time among the ten choices. Tables 37 and 38 indicate the percentage of chips that were played by all respondents in each population and at each academic level. For example, the 21 mentors had a total of 210 chips. They played 6% or 12 of their chips on category A.

One teacher who was interviewed did not respond to this page of the questionnaire, thus making the total number of respondents 75.

The response in Table 37 with the highest percentage of chips was H, the mentor's skill as a teacher. The range spanned 12 percentage points, from 38% to 50%, and was perceived as the most important criterion by all populations. In addition, all but two of the 75 respondents cast at least 1 chip on this item. Two people played all of their ten chips on this point, one male high school
principal and one female elementary teacher. One other female elementary teacher cast 8 of her 10 chips on the item. The district mentor coordinator placed 50% of his chips here.

The only other criterion that had a large amount of support in Table 37 was item I, the mentor's actual behavior toward teachers. The range was between 0% and 29%, with the district mentor coordinator casting none of his chips here. There was much more similarity among the other four populations. Mentors rated it 29%; teachers interviewed gave it 26%; principals ranked it 24%; and teachers not interviewed marked it 20%. In Table 38 it is significant to note that 64% of the elementary chips, 58% of the intermediate chips, and 63% of the secondary chips were played on the two categories, H and I.

One item that deserves comment because of the disparity of representation was item G in Table 37, the mentor's training in courtesy and respect for other teachers. The district mentor coordinator put 3 chips (30%) on it, while all of the other populations only ranked it between 2% and 11%.

Overwhelmingly, the respondents' lowest priority went to item B, the mentor's stipend of $4,000 per year. Every population gave it no more than 2% of its chips. People did not choose a mentor based upon the mentor's receipt of a stipend.
Table 37
What Matters Most by Population in Determining How a Mentor Works with Another Teacher

<table>
<thead>
<tr>
<th>Percent of 10 &quot;chips&quot; played</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>21</td>
<td>6%</td>
<td>2%</td>
<td>7%</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>38%</td>
<td>29%</td>
</tr>
<tr>
<td>Principals</td>
<td>17</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>6%</td>
<td>8%</td>
<td>4%</td>
<td>12%</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>Teachers interviewed</td>
<td>13</td>
<td>2%</td>
<td>1%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Teachers not interviewed</td>
<td>23</td>
<td>5%</td>
<td>1%</td>
<td>6%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
<td>11%</td>
<td>42%</td>
<td>20%</td>
</tr>
<tr>
<td>Mentor coordinator</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
<td>0%</td>
<td>30%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note. A = Mentor's selection: who selected mentor, and how. B = Mentor's stipend of $4,000 per year. C = Mentor's formal academic or teaching qualifications. D = Mentor's subject area or grade level. E = Mentor's own school or another school. F = Mentor's relationships with administrators. G = Mentor's training in courtesy and respect for other teachers. H = Mentor's skill as a teacher. I = Mentor's actual behavior toward teachers. J = Other

Table 38
What Matters Most by Level in Determining How a Mentor Works with Another Teacher

<table>
<thead>
<tr>
<th>Percent of 10 &quot;chips&quot; played</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
<td>8%</td>
<td>41%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>3%</td>
<td>1%</td>
<td>8%</td>
<td>10%</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
<td>34%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Secondary</td>
<td>5%</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>7%</td>
<td>42%</td>
<td>26%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note. Responses A - J are the same as in Table 37.
Two other low areas to note in Table 37 were item F, the mentor's relationship with administrators, and item E, whether a mentor functions within his or her own school or in another school. Principals rated the mentor's relationship with administrators at 4%, while all other populations gave it between 0% and 2%. Both the principals (8%) and the mentor coordinator (10%) saw the issue of whether a mentor worked at the mentor's own school or elsewhere as slightly more important than did the mentors or other teachers.

Five female respondents wrote in responses to item J, other criteria, and they each had differing ideas. One intermediate level mentor thought that a mentor needed to be personable and enthusiastic. An elementary principal described initiative and cooperation as important criteria. A teacher voted for mentor expertise. Each of these respondents placed one chip on her choice.

Two persons weighted their views higher. One secondary teacher placed 3 chips on how familiar the mentor was with the subjects the teachers taught, and an intermediate level teacher gave 4 chips to the importance of "the ways in which the mentor deals with students."

Previous Programs Similar to the Mentor Program

"Has the district had arrangements similar to the mentor program, in which teachers could be selected and assigned to work with other teachers in some capacity?"
(Appendix G) This question focuses on whether or not the district has had a history of utilizing teachers to work with other teachers.

Demonstration Teachers. Both the district official and teacher association official cited demonstration teaching as one specific way in which teachers had worked together in previous programs with other teachers. In this capacity, teachers put on demonstration lessons for other teachers. They both stated that these teachers were expected to influence the teaching practices of other classroom teachers.

The district official elaborated by calling this program something similar to the Cadet Program or Teacher Corps. However, there were neither monetary rewards nor staff development provided to the demonstration teachers.

The teacher association official stated that these teachers used their own classes for the demonstrations and they were chosen by principals. The era when this occurred was in the late 1960s and 1970s.

Resource Teachers. The teacher association official also noted one other type of arrangement in which teachers worked together with other teachers. There has been and still is a resource teacher program. Teachers apply for it and, if selected, they receive a $200 stipend more per year. As with the demonstration teacher program, resource teachers are expected to influence other teachers' practices.
Summary: Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?

The summary that follows describes what norms for collaboration between mentors and teachers needed to be established to alter and lessen the solitary life of the classroom teacher.

In a survey question asking about whether mentors visit teachers of the same teaching level to observe how students work with materials to guide future selection of materials, generally the mentor respondents suggested caution while other respondents stated that they already approved of the idea. Most of the participants from all of the populations agreed that mentors and teachers did not usually get together in this way.

Mentors do need some unspoken credentials to get into another teacher's classroom. Many mentors realize the need for exercising prudence when making overtures to enter a teacher's classroom. If a teacher hasn't had a professional contact with a mentor teacher previously, what the teacher has seen of the mentor before this time as well as what a mentor suggests the teacher and mentor do together are very important standards for establishing a willingness to participate together. If a mentor and teacher have worked on something before, each contact is essential for building trust and rapport between the two persons. Thus, the mentor's skills in the content area and his or her skills in
building trust through collaboration and communication are paramount in a teacher's decision about whether or not to continue to work with the mentor once they have begun to establish a relationship.

In deciding what matters in how a mentor and teacher work together, there were two criteria that were strongly supported by all respondents. The most important criterion was the mentor's skill as a teacher; the second was the mentor's actual behavior toward teachers.

Research Question Five

Did the Mentor Teachers Satisfy the Needs and Wants of Themselves, Other Teachers, and the Principal Through the Sharing of Instructional Leadership?

It takes a real sense of vision to satisfy the needs and wants of several constituencies at one time. To be able to comprehend personal and professional motivations so that people can reach the potentials they would be unable to fulfill alone is the genius of transforming leadership. This question delves into the ability of mentor teachers to bring forth instructional changes that can elevate themselves and others to higher personal and professional aspirations. This power to energize people to do more than they can do alone offers the promise of raising learning opportunities and academic standards for all students.
To analyze this question, fifteen pieces of data were used from the interview protocols.

**Principal Support of Mentors or the Mentor Program**

"Has [sampled principal's name] ever gone to bat--taken action--for the mentor program or for you as a mentor?"
(Appendix C)

Having mentor teachers on the staff changed the norms within the schools. Have principals taken actions to enable mentor teachers to become part of the ongoing operation of the schools? Table 39 shows the 38 responses by the 25 mentors who described varying levels of action and support for them as mentor teachers and for the mentor program.

The largest number of statements (16) made by the mentors cited a specific endorsement of or assistance with the mentor program at their school. Eleven mentors also stated that their principal would have assisted them, but that it was not necessary to do so. While the statements seem to be contradictory on first appearance, reflection upon the comments clarifies what the statements mean.

Mentor teachers are highly enthusiastic, and they are well structured and innovative, reports the district mentor coordinator. This interview question asked whether the principal had ever "gone to bat" for the mentor program or for a mentor. The question may have been worded in such a way that mentors thought it reflected poorly upon them if
they needed their principal to go to bat for them to help them out.

One male elementary mentor explained that his principal never needed to assist him. However, the same mentor stated that there was animosity from some staff members toward the mentor program and that he had not done anything at his own school site as a mentor since he had been selected. Perhaps the mentor didn't realize that he actually did need some assistance.

Similarly, a male secondary mentor stated that there hadn't been any call for the principal to become involved. He then described "carping and sniping" by some staff members toward him personally as a mentor. The principal "offered to become involved," but the mentor asked that he not speak to anyone. The mentor wanted to handle the faculty who were being hurtful to him. Later, the principal checked back with the mentor but not much had changed. Cultural norms may have been such at that high school that the principal would have done greater harm to the mentor and to the mentor program by intervening. After a half year of the mentor program, the verbal abuses had abated with all but two staff members. Those two people had applied for a mentorship and had been turned down.

Some mentors who stated that it was not necessary for the principal to assist them also gave examples of specific support by their principal. One principal had announced at
a faculty meeting that there was a mentor teacher on the staff. Another principal and vice principal from the mentor's school spoke with the principal from another school site on behalf of the mentor who was working with a teacher at that site.

Some principals promoted the mentor program through specific assistance: (1) encouraging staff members to attend the mentor's demonstration lessons; (2) assisting a mentor to get materials duplicated for a workshop; (3) planning with a mentor to conduct a workshop on site;

Table 39

**Principal Support of Mentors or the Mentor Program**

<table>
<thead>
<tr>
<th>Actions of the principals</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endorsed, assisted mentor at school site</td>
<td>16</td>
<td>42%</td>
</tr>
<tr>
<td>Principal would assist, but not necessary</td>
<td>11</td>
<td>29%</td>
</tr>
<tr>
<td>Promoted mentor and mentor program</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Supported mentor's application</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Served on mentor selection committee</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note. n = 25 mentor teachers.*
(4) recommending attendance at a mentor training, offering it as a means for professional growth, but not making it mandatory to attend; (5) talking to specific staff members who might benefit by spending time with a mentor; (6) recognizing the mentors at staff meetings and also recognizing other staff members so that a rift or sense of animosity would not develop within the staff.

Mentor Perceptions About Ways Teacher Respond to Mentors

"How would you describe the response of teachers to you as a mentor?" (Appendix C)

To help explain the unique counterpoint of having a teacher also be a mentor to other teachers, this question delves into the actions of teachers toward the mentors as described by the mentors.

There seems to be a connection between teachers who have been involved with mentors and the positive reaction of those teachers to the mentors (Table 40). Two mentors who put on workshops and conducted demonstration lessons for teachers stated that they had received good evaluations. Another mentor reported, "The teachers I've helped are super-receptive." An individual teacher who approached a mentor with a serious problem and who needed someone to talk with, "felt very comfortable coming to me and didn't feel like I was going to be running anywhere to tattle on him."

Ten mentors described the responses of teachers to their receipt of the $4,000 stipend. The mentors pointed to
particular ways that teachers showed their dislike for the differentiation in pay. The mentor teachers used these terms to describe the teachers' behaviors: "friendly jesting," "joking," "a little jealousy," sarcasm," "a bit of resentment," "teasing," "gentle ribbing," "flack," "bantering." One teacher remarked: "What did you do to get this?" One mentor commented that during a staff meeting someone said, "Let the mentor teacher do it," when the principal asked for a volunteer to head up a project.

Table 40

Mentor Perceptions of Teachers' Responses to Mentors

<table>
<thead>
<tr>
<th>Behaviors of teachers toward mentors</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive response about mentor work</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Negative comments about the $4,000 stipend</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Positive verbal comments to mentor</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Ambivalence about mentors' work</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Negative statements about mentoring</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Personally threatened by mentor program</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

_Note. n = 25 mentor teachers._
Teachers were "leary about the time aspect" of being a mentor. Some teachers on the one hand would say, "Glad you are a mentor," while, on the other hand, others would say, "We don't like the selection process."

Another mentor respondent felt that, "Many of the teachers on the staff are very, very bitter at who were selected as mentors and how they were selected, and that it was a set-up deal." One of the finest teachers in the district, a young person who had been selected as Teacher of the Year, had applied and had not been named. To many faculty members, the process seemed cold and clinical without enough individual consideration.

One mentor described a small but hostile group of faculty members who showed a negative reaction to him as a mentor; but he said the majority of the faculty had no reaction at all to his becoming a mentor, and only a few had shown any positive responses to things he had done as a mentor.

A respondent described a particular incident which illustrated why one person felt personally and professionally threatened by the mentor program. It might represent the thinking of some teachers that underlies other ambivalence or negativity toward the mentor program. A teacher who was not selected as a mentor on a faculty in which three persons had been chosen remarked, "But what are the parents going to think about the rest of us?"
Importance of the Mentor Program to Others

"Please STEP BACK from your own work for a moment and consider the place of the mentor PROGRAM in this district. Looking around at what you see and hear, is the mentor program important . . . to whom?" (Appendix C)

The mentors accumulated 81 responses about the importance of the mentor program to eleven different populations (Table 41).

The mentors in 24% of their responses stated that the mentor program was important to teachers. There were specific comments about its importance to new teachers, teachers who had changed grade level, teachers who were on probation, and for upgrading teaching skills of all teachers, including themselves. One mentor reflected on the problem that new teachers and teachers changing grade levels have no other program or support service in the district. Another mentor commented that being a new teacher is an awesome task. "A mentor teacher can probably help a new teacher take one segment of the classroom--be it classroom management, the reading program, or breaking up the day into small parts--" so that the new teacher can handle things more successfully. Still another mentor spoke about everyone winning if teachers who attend a mentor's inservice can take even one thing back to their students. "Teachers can benefit; and through that, the kids will benefit."

Additionally, a mentor stated that just having an
opportunity to talk with another person is of value. "Nobody is perfect and everyone (including mentor teachers) needs someone to talk with." Also, new teachers can get to know a teacher with experience whom they can call upon in a nonthreatening way with nonevaluative consequences.

Thirteen mentor teachers stated that the mentor program was important to themselves. One elementary mentor noted

| Table 41 |

Mentor Program's Importance to Others

<table>
<thead>
<tr>
<th>Populations served</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher populations</td>
<td>19</td>
<td>24%</td>
</tr>
<tr>
<td>District superintendent</td>
<td>18</td>
<td>22%</td>
</tr>
<tr>
<td>Mentor teachers</td>
<td>13</td>
<td>16%</td>
</tr>
<tr>
<td>Teacher association</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td>Students</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Administrators</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Other populations</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>81</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. n = 25 mentor teachers.
that this was the first time in his memory that something special had been done for teachers. "I've been in the district 24 years. This is the first year anyone has said, 'You're worth $4,000 extra.'" Related to this aspect of appreciation, a junior high school mentor spoke about a friend who was an investment counselor. He had received a plaque because he had done a fine job the year before. This mentor had taught for 27 years, and yet he had never received any formal recognition or form of award. He really appreciated California Superintendent Bill Honig's certificate to mentors. "My gosh. This is the first time in my life somebody's sent me something. When you tell people they are doing a good job, they try even harder--adult or student."

Seven mentor teachers specified that the mentor program was of value to the students. One mentor reported, "I think it's making teachers better teachers and the kids are reaping the benefit of that. At least I see that in my own experience." Another mentor emphasized the importance of the program to the mentor's own classes. Those students reap the rewards of the new thinking and ideas being learned by the mentor teacher.

In the "Other Populations" category, 6 mentors mentioned that the mentor program was important to the state superintendent of schools, to the district as a whole, to parents, and to the classified staff.
Reasons Why Teachers Applied to Become a Mentor Teacher

"Why did you apply to be a mentor? What made the mentor position attractive?" (Appendix C)

This question examines the motivation behind applying for the mentor program by the mentor teachers who were interviewed. Table 42 describes those reasons.

Although 11 mentors stated that the $4,000 was a motivating reason for their decision to apply for a mentorship position, in every case it was just a part of their rationale. One mentor stated that the money was "a

Table 42

<table>
<thead>
<tr>
<th>Motivation to become a mentor</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor stipend of $4,000</td>
<td>11</td>
<td>25%</td>
</tr>
<tr>
<td>Share expertise with other teachers</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Encouraged to apply for position</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Growth opportunities as a teacher</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Appreciation, recognition</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Total responses</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. n = 25 mentor teachers.
nice incentive," another said it was "attractive," while someone else said that she "would have felt guilty not applying for it."

Nine mentors expressed their desire to share the knowledge and ability they had acquired with other teachers. "I wanted to share with people the things that I've gained and the talents that I have," stated one elementary mentor. A secondary mentor wanted to see an upgrading of the teaching profession. Another mentor stated that she enjoyed working with adults. She also had appreciated working with student teachers. Now, through being a mentor, she could help new teachers or teachers who had problems.

There were 9 mentors who applied for a mentor position because they had been encouraged to do so by someone influential in their life such as a principal, former principal, vice principal, peer or colleague, district specialist, or spouse.

Other reasons for applying for a mentorship included 3 responses from persons who thought they already had been functioning as mentors without having the title of mentor, and from one person who thought that his becoming a mentor would enrich the students he worked with because of the insights and knowledge he would gain.

**Current Attractiveness of District's Mentor Program**

"Now that you've been a mentor teacher for a while, is it still attractive?" (Appendix C)
It is one thing to desire to enter into a new venture, and quite another to grow with the opportunity which that new venture provides. This question asks mentor teachers to reflect upon the mentor program and ponder whether they still consider it to be a program they want to support.

Table 43 shows that 20 of the 25 mentors reported that they would wish to continue on with their district's mentor teacher program. Several persons made comments about why they appreciated the mentor teacher program.

One mentor liked to work with people, and the mentor program had given her more opportunities because she had the title of mentor. An elementary interviewee had nearly left education before she became a mentor. "It is a fulfilling position. The problem that was causing me to consider leaving education seems to have broken down. For example, the issue of isolation. I don't feel isolated in my room. And I think it's helping other teachers not feel isolated and left alone."

Comments from three other mentor teachers seemed revealing. A high school mentor now could see that outcomes were beginning to occur as a result of all of the planning and workshop trainings for the mentors. A junior high school person responded that she better understood the far-reaching implications of the mentor program: "All teachers must be effective." An elementary mentor stated that the mentor program had opened doors for her to help
form a districtwide teacher center that she could not otherwise have done.

Two people, even though they were generally positive, tempered their enthusiasm. A secondary respondent had a personal conflict because he wanted to spend more and more time as a mentor. He stated that he needed to find a balance. "The teacher I'm working with now is so unhappy, totally unhappy." He wished he could find a way to help bring a new joy in teaching to that person. Another person didn't think the mentor program was used enough yet; but that if it were at its potential, it could "kill a mentor

Table 43

<table>
<thead>
<tr>
<th>Current Attractiveness of District's Mentor Teacher Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to remain a mentor teacher</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Partially</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>No response</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Note. n = 25 mentor teachers.
who is already working fully." While the mentor still found
the program attractive, she felt very fragmented. "My
classroom program is my first priority, and it takes a great
amount of effort."

For the 2 persons (8%) who were only partially
satisfied with having become a mentor, one stated that,
supposedly, mentors were selected because of the work they
had done with students; however according to him, that was
not what mentoring was really about at all. He thought the
program "smacks of preparation to be an administrator." The
other mentor reported, "I feel there is a lot of bitterness
in the district. . . . I don't say out loud, 'I am a
mentor.'"

There were 2 persons (8%) who did not find the mentor
program still attractive to them. They experienced a great
amount of stress and frustration with it. "I haven't heard
one mentor not comment that they felt they'd done the worst
job of teaching this year that they'd ever done because they
have more to handle than they can handle well." The other
mentor said that it was getting encumbering: "Something has
to give."

Mentor Methods Intended to Meet Teacher Instructional Needs

"Both our own experience and others' research suggest
that exchanges between teachers and people like mentor
teachers depend heavily on the exact ways in which things
happen. We need to know in some detail how you and [name of
mentor teacher] have worked together. Please describe what you have done together, from beginning to end."
(Appendix E)

This research analysis focuses on whether or not the teachers interviewed had any of their instructional needs and wants satisfied through the interactions with mentor teachers.

The positive responses by teachers who worked with mentors, noted in Table 44, described specific mentor assistance which helped the teachers meet their instructional needs. These teachers' names were freely provided to me by the mentors because of what they considered to be valuable mentoring relationships that had been established between themselves and the teachers.

There seemed to be a strong association between mentor and teacher collaboration and teacher perceptions of strategies that helped them, as noted by the teachers' comments. The teachers talked about discussing mutual problems with the mentor and using the mentor as a "sounding board." These discussions provided opportunities for both the teacher and the mentor to have needs met through working together, planning together during free periods, and strategizing together to teach a new concept to the teacher's students.

Much of what is stated above for mentor and teacher collaboration occurs over time. Fourteen teachers said that
working together with a mentor over a period of time produced successful mentor-teacher relationships (Table 44). The time factor generally led to an atmosphere of collaboration and rapport between the mentor and teachers. Teachers talked about time spent at lunch, on the telephone, during free periods, over dinner, at workshops, writing to each other, and in the classroom of the mentor and of the teacher.

A specific incident illustrates how, over time, a collaborative association between a teacher and mentor can occur. A new teacher who was hired after the year had begun didn't have equipment and supplies enough to teach. She shared that "New teachers don't have a lot of things. They haven't had the time to accumulate them." She had gone to the principal who told her that there was no money for those items. She did not know where to turn. "New teachers are intimidated," she said, and she felt like a tennis ball being bounced around. A mentor from her school stopped by to see her. She asked what the teacher specifically needed, wrote it down, and told the teacher who to talk with to get each need satisfied. She then checked back with the teacher until she had gotten everything. The mentor also organized released time for the teacher to observe one of the mentor's lessons.

After working with the mentor for the better part of a school year, the teacher stated: "Now I have the
responsibility to do things for myself. And, I know how." This mentor empowered the teacher by providing her with the information she needed to accomplish successfully what was needed to do rather than to do it for her, and she stayed in communication over time.

Mentors who help teachers expand their existing knowledge and information bases can become helpful resources for teachers. Twelve responses made by the teachers related to building the instructional capacity of teachers. One Table 44

<table>
<thead>
<tr>
<th>Methods that Met Instructional Needs</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor and teacher collaboration</td>
<td>15</td>
<td>24%</td>
</tr>
<tr>
<td>Ongoing association with teacher</td>
<td>14</td>
<td>22%</td>
</tr>
<tr>
<td>Extending teacher information base</td>
<td>12</td>
<td>19%</td>
</tr>
<tr>
<td>Organizational or discipline suggestions</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>Mentor modeling</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Sensitivity to teacher concerns</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>High expectations for teacher success</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Mentor intervention with administration</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>63</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note. n = 22 teachers who were interviewed.*
example of such a relationship illustrates how teachers and mentors worked together. A mentor teacher conducted a demonstration lesson for that teacher's students, and the teacher commented, "He is very nice and down to earth." He followed up by keeping in touch with the teacher and, over time, taught her about clinical teaching. The mentor returned to the teacher's campus sometime later in the year, and made arrangements with her to observe her teaching a lesson and to conference with her afterward. They also communicated in writing about several other topics during the year. The teacher summarized the process of change for herself as she saw it. "Basically, we do it (whatever the change) ourself. But it is nice to have contacts."

Frustrations. Table 45 lists the frustrations about mentoring methods that were not perceived as helpful to a few of the same population of teachers who were interviewed. The number of frustrating experiences between mentors and teachers was minimal in the research sample. The 13 responses in Table 45 represent only five incidents. Each issue is important to discuss, however, so that knowledge of what worked and what did not work can be better understood.

In every case, more than one type of frustration was experienced. A new teacher who had taken over in October of the school year, and was the third teacher for the students in less than two months, asked for help from a mentor
teacher in both content and discipline at the ninth grade level on the recommendation of the vice principal. The new teacher had three preparations. The mentor provided some tenth grade content ideas, but he did not know the ninth grade curriculum. The mentor also did not provide help to the teacher with discipline strategies. Because she asked for help, she said, "I know the principal thought I couldn't handle my classes. . . . That makes me mad. Shouldn't I be able to ask for help?" The teacher then stated, "I guess I'm on my own." At that point she said she felt very disillusioned with the mentoring process.

Table 45

<table>
<thead>
<tr>
<th>Frustrations Experienced by Teachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of mentor follow-through</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>Need for long term mentor commitment</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Lack of mentor empathy and rapport</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Need for appropriate skill base by mentor</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Mentor's lack of vulnerability</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Mentor's lack of knowing how to broker</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Total responses</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. \( n = 22 \) teachers served by mentors.
In three cases a mentor did not follow through with a teacher. In the first case, the mentor said that they should get together every few weeks. It never happened. In the second case, a teacher visited a mentor in his classroom. There was no follow-through beyond that visit. In the third case, the mentor made plans to observe a teacher during the teaching day, but "didn't get around to it."

One teacher talked about a mentor who had fantastic ideas but was a busy person. "I was astounded by what she expected. She has high standards. . . . My kids were so low that getting through the basics took up all my time. . . . I wished I could have talked to her more, but I didn't want to take up her time. I felt frustrated. What I needed couldn't be done in a few quick meetings; I needed too much help."

Principal Involvement in the District Mentor Program Design

"Were you involved or consulted when the mentor program was designed?" (Appendix D)

This question helped the 22 principals describe their input at the inception of the district's mentor teacher program. Because of the state's intentional openness in the implementation guidelines, districts had considerable freedom in the program design.

One half of the principals did not assist in the design of the district's mentor teacher program. Six of those 11
principals spoke about being informed about the program. They were made aware of its connection in with Senate Bill 813 and how it would work. One principal stated that the principals received an overview of the mentor program, what the district hoped to do with it, and how the district would advertise it to attract teachers. After more time went by, principals received several memos about the mechanics of its implementation.

Six of the principals (27%) were seriously involved in various aspects of the design phase. Five of these six principals provided direction about the organization of the

Table 46

Principal Involvement in the Design of District Mentor Teacher Program

<table>
<thead>
<tr>
<th>Principal involvement</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No input</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>Serious involvement during design phase</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>Consulted during design phase</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. n = 22 principals.
program, 3 assisted with the use of mentors on site such as organizing a "buddy system" for new teachers and planning ways for teachers to come and observe mentors in their classroom. Three of these principals also served on the first Mentor Teacher Selection Committee.

Five other principals who were interviewed (23%) were consulted about the mentor program during the design phase. Each of these persons had the opportunity to provide some input and to suggest ways to utilize a mentor teacher.

Principals' Perceptions of the Discretionary Use of Mentors

"What discretion do you have to make optimal use of mentor(s) in your school?" (Appendix D) This question explores the principals' perceptions of their ability to utilize the mentors within their schools.

Nineteen of the principals (86%) stated that they had a wide range or total discretion in use of mentor teachers who were in their schools (Table 47). One junior high school principal commented, "I can use them in almost any way that they're comfortable with." A high school principal responded that he especially wanted new teachers to have the chance to observe mentors so that they could see good teachers in action. "I think that ought to be the mentor program's primary role." An elementary principal noted that he saw no problems or stumbling blocks in using mentors and supported the strategies his mentor took. "When you've got
sharp people, they take the lead . . . and I like that initiative."

There were 3 principals (14%) who described having limited discretion in the use of mentors on their sites. One elementary principal lacked basic knowledge of mentor program resources. "If you want someone to visit the mentor teacher's room, you have to cover that room and that gets into funding and substitute roles." Also, he had concerns about the quality of instruction in the mentor's room if the mentor was out of the room very often. Another elementary principal stated that she didn't use mentors much that year.

Table 47

Principals' Perceptions of the Discretionary Use of Mentors on Site

<table>
<thead>
<tr>
<th>Principal perceptions</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide range of use</td>
<td>12</td>
<td>54%</td>
</tr>
<tr>
<td>Total discretion</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td>Limited amount of use</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. n = 22 principals.
because they were overly extended with district requirements. One junior high school principal reported that she didn’t know how much discretion she had available to her; however, she had asked for their help with a workshop at the beginning of the year.

**Principal and Mentor Interaction**

"Have you and [name of mentor teacher] ever discussed his/her work as a mentor?" (Appendix D) This question looks at whether principals and mentors discussed the mentor's work; and if so, what the foci of their discussions were.

The responses from 17 of the 22 principals (77%) indicate that they often met with their mentor teachers and discussed the mentors' work. Dialogue about planning upcoming workshops, evaluating completed mentor activities, updating the principal about the mentor's work off site, sharing the mentor's log, and explaining the overall responsibilities of the mentor were some of the common themes reported by principals (Table 48).

There were five principals (23%) who had minimal discussion or no discussion at all with the mentor teachers. All five persons were principals of junior or senior high schools.

Three principals (14%) stated that they had minimal discussion with mentors. One principal explained that mentor work was discussed, but only in a "cursory manner."
A second respondent indicated that he and the mentor had spoken about the "basic logistics." "What do I know of what he's doing? Very little... I am not even involved with the mentor program, quite honestly, from an implementation point of view. I don't think anyone here has very much to do with it." The third principal said he didn't have much discussion, but that he kept up with the mentor's work because she had a written plan on file with him and that she dropped him notes so that he could "stay abreast of what was going on."

Table 48

Principal's Perception of Discussion About the Work of Mentoring With the Mentor Teacher

<table>
<thead>
<tr>
<th>Extent of principal/mentor discussion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent discussions</td>
<td>17</td>
<td>77%</td>
</tr>
<tr>
<td>Minimal discussion</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>No discussion</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. n = 22 principals.
Of the 2 principals who had no exchanges with the mentors about their work, one explained that although the two persons talked together often, those talks did not "focus on the work of mentoring." The other principal reported that the mentor and he were on the Mentor Selection Committee together, and that serving on the selection committee seemed to be "the only talking about the program" they had done (Table 48).

**Principal Perceptions of Advantages and Disadvantages of the Mentor Program**

"Considering your school and your work in running it, what are ADVANTAGES OR DISADVANTAGES of the mentor program?" (Appendix D) This question focuses on the specific positive and negative attributes of the mentor program as reported by principals.

In Table 49, 21 of the 22 respondents (95%) offered one or more statements to confirm the mentor program's advantages. The following seventeen points were provided by principals in support of the mentor program.

1. Utilizes teacher talent at and beyond the teacher's school site. "I think for too long we've had a lot of these good resources within schools, but until you have a program to put them to work, I'm afraid they don't really get used."

2. Recognizes and offers a status to those who have been selected as mentors.
3. Offers experiences for professional growth of the mentor.

4. Creates a working relationship with new teachers in a voluntary way. "I think it really helps the principal in that I no longer have to be the main person to inservice the new teacher."

5. Establishes a new form of working relationship with teachers helping teachers.

6. Allows for time to do things through the program guidelines.

7. Provides on site role models for other teachers.

8. Initiates paying quality people an extra amount of money.

9. Generates instructional improvement.

10. Adds instructional leadership possibilities by mentors. "Those closest to instruction are the classroom teachers, and real instructional experts have to be classroom teachers."

11. Introduces excellent workshops presented by mentors.

12. Brings about awareness in other teachers about becoming a mentor teacher.

13. Promotes better education for students.

14. Legitimizes a mentor working outside of his or her own school site.

15. Builds training skills for the mentor teacher.
16. Lessens isolation because of the mentor opening up his or her classroom and going to other persons' classrooms.

17. Keeps the principal informed of new teaching techniques and innovations. "I just was always delighted to go in and observe the lessons and the high level of planning that took place and how the mentor handled the youngsters in his classroom."

Also shown in Table 49, 16 of the principals (73%) cited disadvantages or problems that needed to be analyzed and resolved with the mentor program. The following are twelve disadvantages cited by the 16 principals.

1. Principal time that it takes to deal with organizational concerns related to the mentor. One

Table 49

Principal Perceptions of Advantages and Disadvantages of the Mentor Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cited advantages</td>
<td>21</td>
<td>95%</td>
</tr>
<tr>
<td>Cited disadvantages</td>
<td>16</td>
<td>73%</td>
</tr>
</tbody>
</table>

Note. n = 22 principals.
A secretary in a school had a sign that read "Mentor Secretary" with the interpretation being that she had much to do for the mentor.

2. Mentors' lack of training.
3. Mentors being known to the faculty.
4. Mentors being unknown to the faculty.
5. Need for mentors in specific curricular areas that had not been served yet, such as "Sheltered English."
6. Faculty resistance and fear of the mentor program. The teachers would say things such as, "What teacher's going to come in here and tell me how to run my program when I've been doing this same thing for years?"
7. Teacher association concerns about the selection process.
8. Hurt feelings of some teachers. "The criteria has 'undone' some other people's spirits because the selection process didn't seem to need the skills and qualities of some very outstanding people."
9. Substitute teachers frequently in mentor's classroom.
10. Mentors being off the school site during the school day.
11. Mentors being locked into remaining at a particular grade level to stay a mentor teacher due to the selection procedure.
12. Lack of money for the duplication of materials needed by mentors, and mentors paying for duplication costs.

Principal Perceptions of Mentors Used On and Off Site

"Again from the point of view of this school and your work, does it make any difference whether the mentor works in her own school or in another school?" (Appendix D) This question examines the principal's perceptions of the impact of the mentor teacher in his or her own setting compared to another setting.

Sixteen of the principals (73%) responded that they preferred the mentor to work at his or her own school site (Table 50). They cited several specific reasons. Teachers in one building did not opt to go off campus to see demonstration lessons from teachers beyond the school site even though a printed list of those lessons had been given to them. Another principal believed that the faculty responded best to inservice provided from someone on the staff, rather than from someone brought in from the outside. Another principal commented, "Selfishly, it would be neat if every school had at least one mentor." Mentors on site are accessible and they serve as models and a support system, reported another principal.

One principal noted that she liked to give the staff a break from listening to administrators during meetings. "Whenever I find something that mentor teachers can present, I always slot them in on the program, and that gives them
some status, plus it gives the people someone else to hear from and listen to and enjoy."

Five principals (23%) indicated that they liked using the mentor on site, but that they realized that there needed to be some released time because not all sites had mentors, and because mentors were selected to have finely honed skills in particular instructional areas (Table 50). One principal declared, "Out of sight, out of mind." Not having a mentor could mean that he would not even think to use a mentor. A principal who had two mentors on site claimed that she might use a person's expertise once or twice over

Table 50

Principal Perceptions of Mentors Being Used at Their Own Site or at Other Sites in District

<table>
<thead>
<tr>
<th>Principals' perceptions</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal prefers mentor on site</td>
<td>16</td>
<td>73%</td>
</tr>
<tr>
<td>Principal values mentor work on/off site</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note. n = 22 principals.*
the course of the year; but that by having the person on site, "I just work them in whenever I can because they're here." Two principals noted that the acceptance level might be greater for some mentors, however, if they worked at schools different from their own. The faculty on site knows the individual and either accepts or rejects him or her.

Principal Perceptions of the Importance and Unimportance of the Mentor Program to Various Populations/Organizations

"From what you see and hear in your position, is the mentor program an IMPORTANT or an UNIMPORTANT program . . . . to whom?" (Appendix D) There were a total of 84 responses from the 22 principals who were interviewed about the mentor program's importance or unimportance.

A specific question was asked of the principals about whether they thought the mentor program was important to the superintendent. Sixteen of the 22 principals stated that they thought the mentor program was important to him (Table 51).

A total of 15 principals stated that the mentor program was important to teachers. They all suggested that the teachers who worked with a mentor in some way would more likely value the mentor program. However, many teachers had not worked with any mentor at all and they would most likely be ambivalent toward the program. One principal pointed out that, "Most of the mentor teachers who have been selected
have a great deal to offer; but if they're not utilized in their role, then it's really a waste."

Six principals explained why some teachers would consider the mentor program unimportant including one principal who stated that some teachers were threatened by the mentor program. Another principal noted that some teachers were envious of the mentor teachers.

One principal pointed out that although all teachers were made aware of the mentor program when it first came into existence, most did not think of themselves as mentor candidates. "It is interesting that many who did apply only did so upon the encouragement of someone, usually a principal. They seemed to see themselves as only ordinary or average until someone else encouraged them to try for the position."

Fifteen of the 22 principals thought the mentor program was important to administrators like themselves, while two thought it was unimportant (Table 51). One who thought it was not needed declared, "I would have used the mentors whether or not they had the title." The other principal expressed, "I think it's a very nice reward for teachers, but I'm sure we could survive without the mentors." Most principals, however, saw the program as a way for them to be able to do more at the school site because of the expertise of the mentors. One elementary principal reported that the mentors helped him put together a top quality curriculum for
### Table 51

**Principal Perceptions of the Importance and Unimportance of the Mentor Program to Various Populations and Organizations**

<table>
<thead>
<tr>
<th>Population</th>
<th>Important (number)</th>
<th>Unimportant (number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Teacher populations</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Administrators</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Mentor teachers</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>District</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Teacher association</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Parents</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>71</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Note.** n = 22 principals.

his staff, and that it might help keep mentor teachers in teaching. Another principal added, "It establishes in a school site because of the expertise of the mentors. One
elementary principal reported that the mentors helped him put together a top quality curriculum for his staff, and that it might help keep mentor teachers in teaching. Another principal added, "It establishes in a meaningful and concrete way that we value teachers. They and everybody needs to know that."

There were mixed reactions among administrators about whether the mentor program is important or unimportant to the teachers association (Table 51 above). The major issue seemed to be the grievance that the association had filed against the school system.

13. Importance of the District's Mentor Program to the District Office and Teachers Association

"Looking ahead over the next year or so, what part do you EXPECT OR INTEND that your organization, the [district office] [teacher association] will play in regard to the mentor program?" (Appendix G)

An analysis of each person's perceptions provides a guidepost to the amount of commitment each organization had to support the district's mentor teacher program.

District Official. There may be some selection process changes that would serve the program's needs more than does the current process. The district office will continue to function as a place from which to organize, monitor, support, and assist the mentor teacher program. "I would see us moving more and more toward the mentors doing
much of the planning and once again providing the vehicle to do it, the assistance . . . but the content is probably going to be planned more and more by the mentors. And, that was our intent all along."

**Teachers Association Official.** The association hoped that the decision on the unfair practice grievance that it had filed against the district would be made in the favor of the teachers association. The grievance concerned the mentor teacher selection process. The teachers association wanted to have the nomination and selection of mentor teachers be done completely by peers rather than by administrators and teachers. If there were peer nomination and selection of the mentors, the association officer reported that there would be more acceptance of the mentor program from the teaching staff.

**District Mentor Coordinator Dialogue with Principals**

"Have you met or talked with any building principals about the mentor program or about mentors?" (Appendix F)

How much understanding and collegiality has occurred between mentors and principals? Could the mentor coordinator assist in establishing a better communication linkage?

The mentor coordinator reported that he had not done a great deal to communicate with the principals. He did not think that the principals were too aware of the mentor
program yet because they were busy with many other things. On a one-to-one basis, he had a few occasions to talk with some of the principals. "This is an area I need to work on; it's just something I haven't gotten to." His plan was to spend more time on communicating during second semester.

The district mentor coordinator stated that there were many principals who were not very aware of how the mentor program could work for them. One of the ways to assist principals in learning about the mentor program was to suggest ways to utilize mentors on site.

Writing an article for the administrative association newsletter about the mentor program was a second way the mentor coordinator planned to inform building principals about it.

**Summary:** Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?

Mentors have valued the endorsement and support of their principals. They believe that their principals would assist them if needed, but mentors have not generally asked principals to intervene or assist. Mentors are quite self-reliant and independent people who hesitate to ask that the principal mediate for them, although some may have had cause to do so. Additionally, the mentors may not yet have established a strong enough bonding with principals that
allow them to be vulnerable enough to express their own needs as mentors.

There were positive responses from most teachers with whom mentors have worked. Negativity from other teachers spanned a couple areas. Nearly half of the mentors stated that they had received adverse comments from teachers about the $4,000 stipend. Also, a small number of teachers who were not mentors seemed to fear the mentor program because of insecurity about what others might think about them as teachers because they had not been selected.

Mentors thought that there were many important aspects of the mentor program. It provided an opportunity for mentors to upgrade their own skills as well as offering a chance to increase the skills of other teachers with whom they worked as a mentor. It also allowed teachers to enjoy talking together in a professional way. Mentors liked the $4,000, and they were not bashful in saying that the money was one of the reasons they applied. They also appreciated having the opportunity to share their expertise with other teachers.

Many mentors had been encouraged to apply for the mentor position by a principal or by some other valued person in their life. Several mentors likely would not have applied for a mentorship without the encouragement and acknowledgement of them as excellent teachers by someone whose influence they respected. Many other outstanding
teachers do not seem to see themselves as such because of the isolation of the profession. They consider that their classroom expertise is the norm for what all do.

The vast majority of mentors who were interviewed still found the mentor program attractive after having been in it for over half a year. They valued being with other people with high energy. At least for a few, mentoring may have quelled their thoughts of leaving the teaching profession; and for more than a few, their thoughts about what the mentor program can become has expanded as they personally grew with the program. The biggest frustrations mentors have stem from the stress and fragmentation of trying to teach their students as excellently as they had been teaching them, and from trying to do all that they have imposed upon themselves as mentors. Some have not yet found a balance between their teaching and mentoring functions.

Most of the teachers who worked with mentors greatly valued the collaboration between the mentors and themselves, especially when that collaboration extended over time to expand the teachers' knowledge and information base and increase their instructional capacity. Some teachers stated that the mentors offered specific organization and discipline suggestions, which greatly helped them. When mentors modeled through demonstration lessons and workshops for teachers, it helped increase understanding for some teachers.
Two affective components that teachers admired in mentors were the mentors' sensitivity to teacher concerns and their communication of high expectations for the teachers to be successful. One linkage that made a real difference for at least a few teachers was the mentor's intervention skills and political savvy as a mediator to communicate a teacher's needs with their administrators that brought forth change for the teacher.

So many of the teachers who worked with mentors on an individual basis were new to teaching, to the school, or to the grade level that the mentors particularly served their needs by resolving the teachers' issues of the moment and then by taking them beyond those needs by working collaboratively over time.

The few frustrations that teachers noted with mentors dealt mainly with two themes: (1) the mentor's lack of realization that teachers may have a deeper agenda than the problem that surfaced at the moment, and (2) the mentor's lack of background in working professionally with other adults. Specifically, a few teachers spoke about the lack of mentor follow-through and long term mentor commitment from the district to the teacher.

Training for mentors needs to be at both the cognitive and affective levels. Mentors need to be taught the skills of developing rapport and extending empathy with adults. Some mentors need refinement and current information in
particular content areas. Mentor training can teach mentors how to act as brokers so that they collaborate more effectively as mentors, utilizing other people and services within their community, and so that they do not create for themselves another form of isolation. Additionally, a subtle skill, but one that helps mentors put others at ease, is the art of being open and nonjudgmental to other adults.

Only about half of the principals had input to the mentor teacher program design at its inception; however, most of the principals indicated they were making good use of the mentor program. Both mentors and principals thought that many of the principals communicated fairly often with mentors about workshops, planning, updating, evaluating, and mentor activities.

Nearly every principal cited advantages of the mentor program. There was an acknowledgement and use of a teacher's instructional talent beyond the four walls of the classroom. There was acknowledgement and use of instructional leadership from those persons closest to instruction. Not only does the mentor program offer professional growth for the mentors, but it is also creating a new form of working relationship for teachers helping teachers and for teachers helping principals. Ultimately, it establishes new learning opportunities for students.

Many principals mentioned disadvantages or unresolved problems of the mentor program. Mentors still need further
training which may help allay the resistance and small amount of fear that is present among some teachers toward the mentor program. The substitute teacher issue loomed as a concern, both because mentors are away from their students relatively frequently and because quality substitutes are often difficult to obtain.

Given their preference, principals would use mentors at their own site. They believe that teachers use a mentor more frequently when the mentor is visible, and that more teachers take advantage of demonstration lessons, workshops, and the informal occasions that are present. Mentors serve as ongoing models and as a support system within the school setting.

The district official expected that mentors will assume greater responsibility for their own planning as they became more familiar with the mentor program, even though the district still will continue its role to organize, support, and monitor the mentor teacher program.

The mentor coordinator thought he could do more to assist principals in the use of the mentor program. He has plans to increase his communication with principals about ways they can utilize mentor teachers on site, and will write about the mentor teacher program in the district administrative newsletter to foster more understanding of the program among principals.
Research Question Six

What Power Resources Did the Mentor Teachers Use to Exert Leadership?

This question explores the types of power resources that were available to mentor teachers. What types of discretionary, intangible and tangible assets did the mentors have available to use so that they could exert instructional leadership with others? In order for a mentor teacher to create instructional change, there must be a means available to him or her to gain access to existing knowledge and information, to become skillfully trained, to exert collaborative influence, and to determine how financial resources are utilized.

Five pieces of data originating from the district mentor coordinator's interview protocol were analyzed for this question. These data were selected because the district mentor coordinator holds a great amount of the program's power. Whether he chooses to share it, and if so, how he does so, are pivotal issues that strongly influence whether mentors can be seen by other key persons as credible, influential resources.

Additionally, data also were analyzed from the five previous major research questions that related directly to the power resources mentor teachers used to exert leadership, and from the data used in the vignette analyses. This departure in the analysis occurs because there were no
specific questions that asked about power resources from the mentor's interview protocol or survey questionnaire, and yet there are data imbedded in the responses of the mentors that provide vital information to help answer this question.

The Mentor Coordinator's Influence at Districtwide Mentor Meetings

"What part do you take in those [districtwide mentor] meetings?" (Appendix F)

This question focuses on ways that the district mentor coordinator functioned and conducted himself in his role during the mentor teacher meetings. There were three specific ways that he perceived his role on these occasions: (1) The mentor coordinator's first intent was to provide as much updated information as he could to the mentors about issues such as the selection of new mentors, information on state funding, district updates about training programs for mentors, and changes that had occurred since the mentors last met. (2) The mentor coordinator's second desire was to provide time for him to get feedback from mentors on their concerns, so that he could find out from them what was and what was not happening or working well. (3) The mentor coordinator's third focus related to other general concerns, one of which was to take care of procedural requirements that were part of the mentor program.
Time that District Mentor Coordinator Spends with Mentors

(Item C) "Do you spend time directly with INDIVIDUAL mentors? Is this a REGULAR routine you have . . . with ALL mentors?" (Item D) "How is your time typically spent?"

(Appendix F)

Although there may be other occasions for mentors to meet with the district mentor coordinator, there were three ordinary ways that he exercised initiative for being in direct contact with individual mentors: (1) He utilized the telephone extensively. "I spend a lot of time on the phone, and that's my primary direct contact with most mentor teachers." (2) He attended as many demonstration lessons as he could. (3) He went to a mentor's classroom if the mentor had chosen not to do a demonstration lesson so that he could talk with the mentor in the person's own environment about any concerns he or she may have about the mentor program.

District Mentor Coordinator's Role in Mentor Trainings

(Item E) "Have you attended, arranged, or led training for the mentors?" (Item F) "From your point of view what PARTS OR ASPECTS of that training are most helpful to the mentors in their work?" (Appendix F)

Two particular aspects of training were especially important to the mentor coordinator: (1) The primary point was that trainings built skills for mentors in areas such as working with other teachers, doing conferencing with another
teacher, and conducting workshops. (2) Also, these trainings could assist mentors to have knowledge about topics that were also important to the administrators, such as effective schools and clinical teaching.

Teachers who took training in clinical teaching made comments about what the training meant to them. Some mentors stated, "This is what I already do," while others reported, "This is terrific." The mentor teachers discovered, however, that knowing how to do clinical teaching and conducting clinical teaching training were two very different aspects of understanding, so the mentor coordinator had planned a workshop on presentation skills for conducting a staff development inservice on clinical teaching.

**Additional Power Resources**

**Time.** Time was a crucial resource used by mentor teachers. Although they were busy teaching their own classes, and although some mentors had more teachers who wanted their assistance than they could accommodate, mentors who carefully utilized the time available to them accomplished their mentoring goals.

Mentors used precious moments--free periods, before and after school, evenings, weekends, summer vacation, minimum days, and during class periods--to serve others in their mentoring capacity.
The teachers who were served also saw the time of mentors as a precious commodity. In some cases the teachers were uncomfortable in asking mentors to continue to assist them because the mentors had so many activities going on.

**Instructional Skills.** Mentors were successful teachers. They had general and specialized teaching skills, such as in the areas of cooperative learning, equity grouping, and in thinking and writing skills. They knew how to educate and discipline students and to manage a classroom effectively. They knew materials and programs. Some had their skills honed by content workshops and trainings offered to mentors and became specialists in content implementation.

Some mentors also were very good at instructional problem solving and at providing human and material resources to teachers.

**Facilitation Skills.** Mentors received training through workshops offered to them during the summer and throughout the school year. They had workshops on clinical supervision, how to work with adults through the use of conferencing skills, and how to conduct demonstration lessons and workshop presentations.

Many mentors also had the occasion and the ability to transfer their instructional skills to mentees through modeling lessons, conducting demonstration classes, offering workshops, and conferencing with individual teachers.
Attitudes Projected by Mentors. Mentors who were successful projected certain attitudes that helped them gain access to other teachers' classrooms. Once access was attained, the confidence and trust between mentor and mentee necessary to produce change occurred.

These attitudes included non-judgmental openness, along with a care and respect for the teacher being assisted, even if that person had serious problems. The mentors had a developmental view which brought forth teachers so that the teachers consented to the helping relationship. There was honesty, an understanding of confidentiality, open access to information that mentors could obtain, and a positive collaborativeness and confidence in the ability of teachers to change and improve.

Relationships with Principals, Other Administrators, and Other Colleagues. Some teachers were put in touch with mentors by administrators who thought the mentors could help the teachers. That gave the mentors a power resource to help change behaviors that were nonproductive to behaviors which resulted in good teaching.

Mentors sometimes helped the principal or vice principal. This provided an opportunity for mentors to use a politically larger school structure to obtain assistance or special favors from the administrators that could add to their mentoring power base.
Because mentors had a specialized role, they also had an ongoing brokering role. The principal expected mentors to go to bat for what teachers needed. Mentors as brokers produced a win-win situation for all parties concerned.

There were instances of mentors and administrators planning and making staff presentations because mentors had gained skills through their training. These collaborative opportunities provided entree and access to administrators in new ways that influenced the administrators' acceptance of teachers sharing in implementing curricular changes.

There also were occasions when mentors had a greater opportunity to influence other colleagues because of their position. Colleagues who did not directly work with mentors had times when mentors positively impacted their decisions through staff development. Even casual discussions and conversations with staff members, teacher association officials, and district level administrators offered mentors opportunities to influence informally.

**Knowledge.** Mentors who were successful in their role had access to knowledge that was a means of power in their relationship with other teachers. They knew where to access resources and information. They knew how to get things done and how the principal operated. They also knew how the district operated, the school's culture, and the rules and regulations that were important for their ability to function well. They had knowledge of other teachers'
teaching styles and of students' learning styles and developmental stages.

Personality Resources. Many mentors utilized their personal power to help them be successful. They had a proactive "can-do" attitude, were enthusiastic and pleasant, and were willing to get along and work with all types of people including those who were difficult to work with. They were the problem solvers, risk takers; they did not walk away from difficult situations, and they displayed confidence in their ability to be of assistance to others.

Position. The mentor position gave the mentors the privilege of mentoring which is what other teachers and administrators expected them to do. Their position provided them with a budget, occasional secretarial help, financial resources, time, training, and the responsibility to conduct themselves as fully as they could in their position of mentor. There also was status in the position because of the stipend of $4,000 and the competitive selection process.

Summary: What power resources did the mentor teachers use to exert leadership?

In order to function successfully, mentors need to see themselves as having the power resources to facilitate change. The mentor coordinator was the one person districtwide who observed and oversaw the mentor teacher program. Thus, the mentor coordinator provided mentor teachers with three specific accesses to tangible and
intangible power: (1) he was an ongoing resource person to mentors about information that kept them informed about the mentor program from both the state and district levels; (2) he was a broker and facilitator who dealt with issues and needs so that the mentors could work more effectively; and (3) he coordinated training for mentors in areas that increased their potential to serve the needs of administrators and other teachers.

The mentors themselves utilized a number of other power resources that helped them exert leadership. Many mentors had a greater access to time than did most other teachers. This was a very important form of power that mentors used to bring forth their mentoring capabilities.

Those mentors who succeeded in sharing in instructional leadership also utilized their excellent instructional and facilitation skills, their relationships with administrators and other colleagues, their wide spectrum of knowledge, their positive and proactive attitudes and personality resources, and the status and privilege of their mentorship position.

Those mentors who succeeded in sharing in instructional leadership also utilized their excellent instructional and facilitation skills, their relationships with administrators and other colleagues, their wide spectrum of knowledge, their positive and proactive attitudes and personality resources, and the status and privilege of their mentorship position.
resources, and the status and privilege of their mentorship position.

Vignette Analysis

Introduction

In addition to studying the results of specific questions from the interview and survey protocols in isolation, the four focused vignettes below explore the kinds of interconnections and collaborations which involved shared instructional leadership that could not be noticed in the analysis of six separate research questions. These vignettes describe four different collaborative styles that fostered a collegial environment and supported the mentor's ability to share in instructional leadership.

This part of the study examines the rational, organization and political forces that supported, guided, or pushed relationships into new contexts.

Each vignette documents one specific incident or scene in the format of a dyadic or triadic relationship that describes the sphere of activity from the vantage point of the key players: the mentor teacher, the teacher who was served by the mentor, and the principal of the school in which the mentoring took place. The names that are used are pseudonyms.

The four configurations of triads and dyads are as follows:
1. Triad: Secondary mentor, principal, and teacher served by mentor;
2. Triad: Elementary principal, mentor, and teacher;
3. Dyad: Elementary mentor and teacher;

Following each vignette, there is an analysis which relates the sketch to one or more of the research questions about mentor teachers sharing in instructional leadership. These four analyses clarify the specific skills and functions of mentor teachers who worked cooperatively with other teachers and administrators that energized those teachers to do more instructionally than they could have done alone.

An understanding of the political dynamics of what people say and do, the timing of their statements and actions, and their committed vision to elevate themselves and others to higher aspirations are what actualize a strong instructional program for students to have the opportunity to learn and to achieve at their fullest potential. Advancing this understanding establishes the increased possibility for shared instructional leadership.

**Vignette One: "Since he's doing his best, I'll try extra."**

Irv, a 25 year veteran teacher with 17 years experience in this district and 15 years in this high school, was having much difficulty in his teaching assignment. His
administrators demanded improvement, and in fact they contacted the mentor coordinator to ask that a mentor help Irv.

The mentor coordinator asked a mentor teacher named Dennis to assist Irv, and he spent the greater portion of the year doing just that. Dennis was a 31 year veteran teacher within the district.

Each year Irv's vice principal came into his classroom and tried to get him to change. This year there was a new vice principal at the school. As had become the custom, "the vice principal came to talk with me about my teaching because he was unhappy with it." The vice principal was honest when he came to talk with Irv at the beginning of the year. He told him that he had been asked to help him and that he had little background in the content Irv taught. He then asked if Irv would be willing to work with a mentor teacher who was in his same subject. Irv felt that because the vice principal had been very supportive of him, he would agree. "Since he's doing his best, I'll also try extra.

The mentor coordinator then asked Dennis to contact Irv and offer to help him. Irv accepted the help, and that began the working relationship between the two persons.

Dennis stated that his mentor training helped him because he felt he had become more skilled at listening and letting the other person try to tell him the problem, rather
than trying to solve the problem for a person and coming in with a "know-it-all" attitude.

Irv visited Dennis's school for a day. They talked, and Irv found out that they had many mutual problems. He also decided that the two of them had two important things in common: "We both like kids and teaching." Dennis then spent a day at Irv's campus. After that, they met on some Saturdays and also in the afternoons after school about every two weeks throughout the school year.

Over the school year, Dennis formed a strong alliance with his own principal who felt that Dennis constantly modeled those teaching behaviors in which he believed.

A major aspect of Dennis's mentoring was to work as a mediator with Irv's administrators. "This is where I have found the greatest pleasure and reward because we've found out that one person's not wrong. It's not always the administrator or the teacher's fault, but a composite of experiences and circumstances." An outsider can be more objective.

Irv said that Dennis had been an "echo chamber" between himself and the administrators. Many students in Irv's class could not read. Dennis told the principal that Irv needed support with instructional supplies. After Dennis spoke with the administrator about Irv's need for equipment repair, building maintenance, and materials for students, Irv was issued some paint. Irv and Dennis rallied together
and got students to help them paint his area on Saturdays
and after school. Dennis called it an "Adopt-a-School"
program to his students who assisted.

Besides acting as a broker with Irv's administrators,
Dennis also contacted guest speakers who were able to come
to Irv's classes, and ordered some teaching aids that Irv
wanted.

Over time, Dennis has worked with Irv to restructure
Irv's approach to teaching. Irv was working to make his
program a little more structured for the multileveled
students that came into his courses.

Irv wished that there had been a mentor system prior to
that year. "We should have somebody we can go to and say,
'Can I as a teacher get some help?'

This was a very serious project to Dennis. "The
teacher I'm working with now is so unhappy, totally unhappy.
With so many years invested, I'm sure he was happy with
teaching at one time." Dennis wanted to help Irv find a way
to bring about a new joy of teaching in himself.

Analysis of Vignette One

Irv clearly needed help. Even he admitted that. He
also said that he didn't know where to turn for help prior
to the mentor teacher program. Irv accepted help because
his vice principal was honest with him and told Irv that he
didn't have the subject matter skills to work with him.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Irv's comment is revealing: "Since he's doing his best, I'll also try extra."

Irv was physically isolated prior to Dennis's intervention. His teaching location was some distance from the main campus area. More than that, however, he was intellectually and emotionally isolated. Dennis gave of himself. He let himself be open. He did not judge. He listened and helped Irv figure out his problems. He used his instructional skills to change the classroom setting, and his political savvy to change the existing norms of collaboration between Irv and his administration. He was a resource broker to organize some speakers and materials for Irv's classroom.

Dennis, with classroom teaching experience of 31 years and with unusual skills in empathic communication, building rapport, political mediation, and a commitment to a long term relationship with Irv, worked closely with Irv's administrators and with Irv. He expressed high expectations for Irv, recognized that there were years, and layers, of problematic conditions between him and the administration, and always approached Irv with utmost respect as he dealt with immediate issues. All the while, he moved Irv toward a bigger understanding of instruction and longer range goals.

Dennis has helped to change Irv's approach to teaching so that Irv is making his program a little more structured for the multilevelled students in his courses.
At the end of the school year Irv commented that he wished he had known where to ask for help before the mentor program evolved. This statement signalled his personal understanding for the need to change and seemed to occur because of a reprieve from the total professional isolation he had known for years. Whether Irv becomes more enabled as a teacher would require continuing analysis.

Vignette Two: "She has a right to be successful."

Beverly has been teaching for four years and has been in this district and in the 2-3 grade level for two years. This was her first year at this school. She took the position in October. Her classroom was made up of overflow students from other second and third grade classes.

Frank was a new principal to this elementary school one month earlier, although he had 3 years of experience at the junior high level as principal and 5-1/2 years of experience as a vice principal at the secondary level.

Beverly did not have the supplies she needed for her classroom, and some equipment was broken. She went to Frank to ask him for help. Frank told Beverly that there was no money for the items she requested. Although Beverly realized that he must not have understood her needs, she thought that it was because he came from a secondary background. Still, she felt intimidated and did not know where to turn for help.
There was a mentor at Beverly's school whose name was Jennifer. She was an organized and practical person, Beverly noted. One day she came into Beverly's classroom and asked how things were going. "She let me tell her what my needs were and then she assisted me by telling me who to go to to get things. She checked back with me so that she and I both knew when something was completed. Jennifer was a mediator between the principal and myself. She went to Frank, the principal, and said, 'Beverly is a new teacher. She needs supplies. She has the right to be successful.' That got the ball rolling for me."

According to Beverly, Jennifer really cared. She showed that. Jennifer also shared materials of her own. "No one else approached me in the school to assist with any of the needs I had, just Jennifer. Her empathy was even more helpful than her experience. She understood where I was coming from and the needs I had. She was unselfish."

Frank spoke very highly about the mentor also. He stated that she had done quite a bit for the school staff. Over the first half year of the mentor program, Jennifer and he had developed a very fine working relationship. Jennifer's major areas of expertise were with clinical teaching, classroom management strategies, and teaching strategies.

Frank indicated that Jennifer worked closely with individual teachers and that she communicated her
availability to them. Because Jennifer showed Beverly a successful way to solve her problems, Beverly took care of her own needs. She also gained in self confidence. "Now I have the responsibility to do things for myself, and I know how." She knew what resources were in the school, where they were, and how to go about using them. She had a much firmer grasp of classroom organization and time management because Jennifer was a master at both and freely shared her skills with Beverly. "She took me over as a new employee and oriented me to the workings of the school, to the duties, and to the neighborhood environment."

"I think for too long we've had a lot of these good resources within schools," claimed Frank, "but until you have a program to put them to work, I'm afraid they don't really get used." They were put on a professional basis now through the mentor program.

Analysis of Vignette Two

The picture of the mentor teacher in this vignette was conveyed through the eyes and words of the principal and the teacher.

Perhaps what is most striking is that although Jennifer was the common frame of reference in both interviews, neither Frank nor Beverley expressed any sensitivity to one another's needs. Truly, the mentor was the agent of change, the mediator, and the confidant.
If Jennifer were taken out of this picture, the lack of dialogue and the unmet needs of Beverly could be looked at as a typical scene for many new teachers or for teachers who are new to a school. Beverly made the point that nobody else from her school approached her in any way to assist her, only the mentor.

If Jennifer had not contacted Beverly, she likely would have faltered through the year without having her basic instructional needs fulfilled, or she may have become subversive about getting them in spite of Frank. Jennifer empowered the teacher to do things for herself by providing her with the information and procedures to achieve success. She also checked back to be certain that everything was completed. Jennifer's comment to the principal that Beverly "has the right to be successful" was a powerful statement on a teacher's behalf and also an appropriate one from the perspective of her role as a mentor teacher. She met Beverly at the level of her need and did not rush her into something for which she wasn't psychologically ready. Also, Beverly understood her own challenge: "Now I have the responsibility to do things for myself and I know how."

Beverly was a self-analytical and reflective teacher who learned a great deal because of what was done, its timing, and the meaning behind its intent.

Jennifer's intervention between Beverly and Frank was critical. It allowed the mentor to empower Beverly by
telling her how to obtain what she needed, and her communication with Frank alerted him both to what she was doing and why. Beverly knew that Jennifer believed she would be a successful teacher with those students and that the mentor would stick by her. Additionally, Beverly understood the mediation strategy that occurred on her behalf.

This vignette did not chronicle anything from Jennifer's perspective so that the reader could learn about the mentor from those with whom she collaborated; however, this analysis concludes with one of Jennifer's statements. The statement fits into a major research question about whether the mentor program satisfies the needs and wants of mentors as well as others. Because she had been given the chance to see her own self and other persons grow personally, Jennifer said, "I've felt rejuvenated in my profession, to keep on. . . . I was at a point in my life when I was ready to quit teaching."

**Vignette Three: 350 Learning Centers**

Judy was a second year teacher, but it was her first year as a third grade teacher and her first year at Sylvan School. She had been a student teacher in Connie's kindergarten classroom where Connie has taught for the past 8 of her 15 years in the profession. Connie was just selected as a mentor teacher.
Judy had developed a keen interest in the use of learning centers in the classroom which began in her days as a student teacher with Connie. Because Connie had used centers extensively in her classroom with exceptional organization, ease, and success, Judy wanted to learn how to adapt them to her third grade level. She also knew that she needed some help in classroom organization and reading management.

An announcement about a demonstration workshop being co-conducted by Connie sparked Judy's interest. She took the initiative and attended the workshop. Connie gave her directions for creating learning centers, helped her to organize her efforts, and shared her artwork—everything Judy needed to be successful in using the specific ideas. After that workshop, she and Connie also spent a Saturday working together on centers. Connie loaned Judy materials because Judy wanted to continue on her own to work and learn about the use of centers. Resources that Connie shared even included her personal idea books.

Connie indicated that the training she received when she became a mentor helped her gain confidence by making her feel like she was a better teacher than she otherwise thought herself to be. Unless she had been a mentor, she "would not have gotten the inservices on critical thinking or effective teaching."
Over the year, Judy and Connie have had many informal contacts; and as an outgrowth of her zeal and effort, Judy created 350 learning centers during that school year for her classroom. She believed that she was providing successful learning experiences for a broader range of students than she otherwise reached using only traditional materials. Now, children who did not always excel at other facets of work during the day were learning successfully using the centers.

Besides the discipline structure and learning opportunities for students that Judy achieved, she has been able to involve a number of parents who have come to volunteer at the centers. Judy stated that her principal liked her use of centers so well that he came in her classroom and has tried out some of the centers for himself. Judy even has had an impact on other staff members who have become motivated to learn how to use centers since the teachers have seen their successful use in Judy's classroom.

Connie would like to see the district organized so that all new teachers go to demonstration lessons. While Judy was at Connie's workshop, she also learned more information about the mentor program. Now, because of a year of collaboration with a mentor, Judy believes deeply in the mentor program. It has "done everything for my job." She expressed that she felt much more confident in her teaching because of the time spent with Connie. The center ideas
worked well for her students and assisted her immensely in organizing her classroom. She smilingly reported, "My evaluations have been extremely good this year."

**Analysis of Vignette Three**

Both the deep desire to learn as conveyed by Judy and the excellent system of classroom organization through learning centers as demonstrated by Connie fostered a professional union spawned by the mentor program. Judy achieved a new level of proficiency over the course of one year's time.

Judy clearly was a young woman with a strong personal commitment and internal locus of control. Until she sought out Connie with whom she had student-taught, Judy also had been isolated from the help she knew she needed. The opportunity presented through the mentor program was a most successful collaborative intervention at a critical juncture in Judy's career.

Connie's statement that she also grew in her own confidence as a teacher because of the training given to mentor teachers illustrates the power of breaking down the barriers of isolation. Carefully selected training established opportunities for mentor teachers to continue to learn and contribute to their profession. It isn't possible to state with certainty that the experience of being a mentor made Connie a better teacher, but it is possible to state that the norms which allowed for occasions of renewal
and enrichment that were presented to her were not present prior to the inception of the mentor program. Connie was a model for Judy who was open to learn and was ready to work at learning.

Connie's personal realization of her professional ability was enhanced by the mentor training. Because she became a mentor, Connie is emerging as a more enabled teacher herself. She also is leaving a legacy to the profession by passing on her knowledge to another teacher who shares her zeal and capacity for bringing learning centers to life with students.

Vignette Four: "Understanding the logic behind . . . ."

Mary had been a teacher's aide since age 14. During one and a half of those years, she worked in Brian's classroom. By the time she became a teacher, she knew a lot about teaching. "I've had a lot of good role models." At the time of the study, Mary was in her second year of teaching. This was her first year as a fifth grade teacher and her first year at Clifford School.

Brian had taught for 22 years, and all of those 22 years were at the same school. He, too, was a fifth grade teacher.

Mary's principal encouraged the faculty to make use of the mentor program. She praised teachers who utilized it because it indicated a desire by those teachers to improve the quality of their teaching.
When Mary saw Brian's name on the list of mentors, "I knew he had a lot of ideas that could make my teaching better. Being a new teacher, I wanted to learn as much as possible about the mechanics. I thought I might as well go to the best." So, she asked Brian if he would stop by her classroom one day after school. Brian did so, and he stayed for three hours helping her create a more effective environment for learning in her classroom.

Brian related that he enjoyed working with individual teachers. Because of Mary's expressed needs, Brian explained the purpose behind specific classroom organization skills and helped her with simple classroom changes that could increase Mary's effectiveness in managing her environment.

Mary reported that she had seen Brian do things all the while she was an aide in his classroom, but "As an aide I didn't always understand the logic behind what Brian did. After I started teaching, I began to understand why things were done in certain ways."

One example was that Brian tape recorded the students' spelling words. "I never realized how much of a strategy it was for students to have to pay attention, listen, and focus on memory skills. All the while his students were writing, he watched them, walking around and observing their skills. He uses the tape as a tool. Now I use it, too."
Mary stated that she had begun to explain more to her own instructional aide. As a result of Mary's learning more about the reasoning behind her actions, she tried to help her aide understand more than she might be able to comprehend on her own.

"My expectations have risen over this year," Mary shared. "I started out being understanding, too much so. Now, I know to start out with firmer standards."

Brian believed that the mentor program is very important to new teachers as well as to himself. "Approximately 25 years ago . . . I made, I think, a wise decision at that time to stay in the classroom. I still feel very good about that decision." Over the years, he has served as a demonstration teacher. The mentor program offered him another type of opportunity to be in touch with other schools and teachers.

Analysis of Vignette Four

Mary represents an internally motivated young teacher who wanted to look behind the actions that were used to accomplish what was done with students. When she was an instructional aide, much of what she had done was because Brian asked her to do so. It wasn't until she was in her own classroom that she began to understand the logic behind what he had requested of her.

Real change occurred for Mary. Brian provided her with the instructional basics of classroom management,
discipline, and operating systems that helped Mary "understand the logic behind what Brian did . . . and why things were done in certain ways." Her expectations have risen over the year. She then took her own learning beyond herself to another adult by explaining tips to her own instructional aide in the hope that she could "help her understand more than she might on her own."

Brian satisfied the needs and wants of himself and of Mary. He has remained in the classroom out of choice. Even with 22 years at the same school, Brian demonstrated his desire to grow professionally. The likelihood of Brian and Mary getting together if there hadn't been a mentor program would have been slim. Mary called Brian because she saw his name on the mentor list and "thought I might as well go to the best." Because she knew him from having been his aide, she was willing to be professionally open with him.

The time they spent together (which extended beyond the one visit) satisfied Mary's professional wants and needs. Also, the norm at her school was to utilize the mentor program because it showed a desire to improve the quality of teaching. An assumption also could be made that Mary's initiative satisfied a want of her principal.

Brian's skills were finely tuned in the areas of classroom organization and management. When he came to Mary's classroom, Brian gave of his knowledge and time, but he also shared an accumulated classroom wisdom of 22 years.
After discussions with Brian, Mary decided to explain some of the reasons for her classroom management to her own classroom instructional aide so that she could understand more clearly why she did certain tasks. Mary was able to take Brian's mentoring process one step beyond what he had done for her.

**Summary of Chapter Four**

In this chapter I have reviewed the data collected from the survey instruments and the interviews and organized the analysis according to the six research questions stated in Chapter One.

Six research questions were used to examine whether the California Mentor Teacher Program provided opportunities to facilitate a structure for mentor teachers to share in instructional leadership. Each question focused on specific data that originated from the interview protocols of the mentors, teachers who were interviewed, principals in whose schools the mentors resided, the district official, the mentor coordinator, and the teacher association official. The data also were derived from the survey questionnaires of mentors, teachers who were interviewed, teachers who were not interviewed, principals in whose schools the mentors resided, and the mentor coordinator.

Following the analysis and summary of each research question, I explored the interconnections and collaborations...
which involved shared instructional leadership through four vignettes. The stories showed examples of the collaborative styles of the mentor teachers that illustrated a few ways in which mentors fostered a collegial environment in the schools and how instructional leadership was shared.

Chapter 5 will provide a synopsis of each research question as well as an integration of the findings from all six of the research questions and the vignettes as a synthesis about the mentor teachers' ability to share in instructional leadership in southern California. Additionally, I will discuss the implications of these research findings. Recommendations aimed at strengthening a collaborative, shared instructional leadership among mentor teachers and other teachers will be addressed. Finally, suggestions for further research and study will examine how this research could be extended or expanded.
CHAPTER V

SUMMARY, INTEGRATION AND SYNTHESIS, IMPLICATIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction

The purposes of this study were to determine the extent to which mentor teachers in California have become instructional leaders and to show specific activities and interactions in which mentors demonstrated instructional leadership in their relationships with colleagues.

Instructional leadership is defined for purposes of this study as those actions of a mentor who has a committed vision which elevate the staff and school to higher aspirations through the development of a strong instructional program that raises learning opportunities and academic standards for all students.

This research study examined the 1984-85 school year in one major school district in southern California as that district implemented the California Mentor Teacher Program.

Through the use of interviews and surveys, this researcher focused on discovering whether or not instructional leadership emerged by using the following research questions:
1. Did the mentor teachers create real, intended change for other teachers?

2. Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?

3. Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teacher and administrator collaboration?

4. Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?

5. Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?

6. What power resources did the mentor teachers use to exert leadership?

In the first section of this chapter there is a summary of the data on shared instructional leadership collected by this researcher during the first full year of implementation of the California Mentor Teacher Program, 1984-85. A synopsis of the findings from each of the six research questions is described.

The next section integrates and synthesizes the major findings from the individual research question summaries and from the four vignettes. The purpose of this section is to determine the amount of shared instructional leadership that
emerged because of the introduction of the mentor teacher program, how important and helpful mentor leadership proved to be to teachers, and with whom the mentors shared this leadership.

Upon conclusion of this synthesis, there are three additional sections:

1. Implications of the findings as they relate to teachers being instructional leaders with other teachers;
2. Recommendations aimed at strengthening a collaborative, shared instructional leadership among mentor teachers and other educators;
3. Suggestions for further research to extend or expand this research.

Summary of the Research

Summary of Question One: Did the mentor teachers create real, intended change for other teachers?

Teachers said that they collaborated with mentors primarily because they previously had experienced successful working relationships with the person or because a mentor initiated the contact with them. The two important teacher outcomes from having worked with a mentor were that they felt more positive about themselves and about teaching, and that they learned new teaching techniques and ideas.

The teachers supported having mentors observe and assist new teachers. Nearly three-fourths of all
respondents, however, stated that mentors rarely or never actually observed new teachers to assist them in making a successful start. Mentors reported that the majority of their time was devoted to assisting specific teachers. Thus, "assisting" was not synonymous with "observing."

Conducting staff development workshops was the second major activity mentors cited.

Principals wanted more full utilization of mentors during the school day. Several also would value training for themselves on how better to use the mentor program.

Mentors wanted more frequent contact with principals to learn to speak a shared language and to develop ways to work together more effectively. Mentors also thought that continuing as a mentor for longer than one year had merit.

The district official and teacher association official both agreed that mentors must translate theory into practice; and that in their perception, the mentor's expertise is valued by peers.

**Summary of Question Two: Did the experience of being a mentor teacher provide opportunities for mentors to become better teachers themselves?**

The majority of all participants supported mentors and teachers observing one another and providing feedback on ways to involve students. Nearly every teacher claimed, however, that such observation and feedback never or rarely came about, while nearly half of the mentors claimed these
types of observations occurred sometimes. Most of the teachers approved of having mentors and teachers from the same teaching level discuss curriculum improvement together, but these types of exchanges occurred infrequently. Mentors stated that discussions with teachers about curriculum occurred with some regularity. Thus, there were vast differences of perception within and among the populations about what actually happened, and within the mentor population about the appropriateness of this form of discourse. While the mentors were more cautious, they perceived a much broader use of the tactics than did many other teachers.

Mentors also listed trainings that they thought were helpful. Several aspects of those trainings related directly back to the mentor's classroom setting as well as was useful for other teachers. Of particular merit were strategies about lesson organization, focus on student expectations, and information on thinking and questioning.

Summary of Question Three: Did the training provided mentor teachers, along with the potential for shared instructional leadership afforded by the training, change existing norms of teacher and administrator collaboration?

Two trainings at the start of school year in how to conduct a workshop and how to conference with teachers provided mentors with essential skills. For some mentors, the trainings increased the principal's openness to them as
mentor teachers. Several mentors met with their principal to collaborate on planning and conducting staff development on site, and to schedule and plan together.

Principals were asked how they learned the skills they needed to work with a mentor teacher. Most principals stated that they received written guidelines from the district. More than one-fourth of the mentors had minimal or no discussion with their principal about mentoring.

One element of mentor leadership likely assisted in changing norms of collaboration between mentors and principals. A few mentors initiated a discussion to educate their principal about the mentor's responsibilities and did not wait for the principal to introduce the subject.

Summary of Question Four: Did the California Mentor Teacher Program help reduce teacher isolation through teacher collaboration?

In a survey question asking about whether mentors visit teachers of the same teaching level to observe how students work with materials to guide future selection of materials, most mentor respondents suggested caution while other respondents stated that they already approved of the idea. Most of the participants agreed that mentors and teachers did not usually get together in this way.

Mentors need some unspoken credentials to get into another teacher's classroom. What a mentor suggests the teacher and mentor do together is very important for
establishing a willingness to participate together. If a mentor and teacher have worked on something before, each contact is essential for building trust and rapport between the two persons. Thus, the mentor's skills in the content area and his or her skills in building trust through collaboration and communication are paramount in a teacher's decision about whether or not to continue to work with the mentor once they have begun to establish a relationship. The two most important criteria in whether the relationship sustained were the mentor's teaching skill and the mentor's actual behavior toward the teacher.

Summary of Question Five: Did the mentor teachers satisfy the needs and wants of themselves, other teachers, and the principal through the sharing of instructional leadership?

Mentors valued the endorsement and support of their principals, but generally did not ask principals to intervene or assist. They were quite self-reliant and independent people.

Mentors thought that the mentor program provided an opportunity to upgrade their own skills as well as to increase the skills of teachers with whom they worked as a mentor. They also valued the $4,000 stipend.

Many mentors had been encouraged to apply for the mentor position. Several mentors likely would not have applied for a mentorship without the encouragement and
acknowledgement that they were excellent teachers by someone whose influence they respected.

Two affective components that teachers admired in mentors were the mentors' sensitivity to teacher concerns and their communication of high expectations for the teachers to be successful.

Many of the teachers who worked with mentors on an individual basis were new to teaching, to the school, or to the grade level. Mentors best assisted by resolving the issues of the moment and then taking the teachers beyond those needs by working collaboratively over time to expand the teachers' knowledge and information base and to increase their instructional capacity.

There also were frustrations. Mentors felt stress and fragmentation in trying to balance skillfully teaching their own students and doing all that they imposed upon themselves as mentors. The two frustrations that teachers noted dealt with the mentors' lack of realization that teachers may have a deeper agenda than the problem that surfaced at the moment, and the mentors' lack of background in working professionally with other adults.

Mentors stated that training needs to be at both the cognitive and affective levels. Some mentors needed to learn skills of developing rapport and extending empathy with adults, and in current information related to content areas.
About half of the principals had input to the mentor teacher program design; however, most principals indicated they were making good use of the mentor program. Both mentors and principals thought that many of the principals communicated fairly often with mentors.

Nearly every principal cited advantages of the mentor program in acknowledging and using a teacher's instructional talent beyond the classroom. Many principals, however, also mentioned unresolved issues. Mentors needed further training. The substitute teacher issue loomed as a concern, both because mentors were away from their students relatively frequently and because quality substitutes were often difficult to obtain.

Given their preference, principals would use mentors at their own site. They believed that teachers used a mentor more frequently when the mentor was visible, and that more teachers took advantage of demonstration lessons, workshops, and informal occasions for dialogue.

The district official expected that mentors will assume greater responsibility for planning as they became more familiar with the program. The district still will organize, support, and monitor the mentor teacher program.

The mentor coordinator will increase communication with principals about ways they can utilize mentor teachers on site and will write about the mentor teacher program in the
district administrative newsletter to foster more understanding of the program among principals.

Summary of Question Six: What power resources did the mentor teachers use to exert leadership?

In order to function successfully, mentors need to see themselves as having the power resources to facilitate change. The mentor coordinator provided mentor teachers with three specific accesses to tangible and intangible power. He was a resource person to mentors concerning information about the mentor program from the state and district levels, he was a broker and facilitator about issues and needs so that the mentors could work more effectively, and he coordinated training for mentors that increased their potential to serve the needs of administrators and other teachers.

Mentors had a greater access to time than did other teachers, which was a very important form of power that mentors used to bring forth their mentoring capabilities. Those mentors who succeeded in sharing in instructional leadership also utilized their instructional and facilitation skills, their relationships with administrators and other colleagues, their wide spectrum of knowledge, their positive and proactive attitudes and personality resources, and the status and privilege of their mentorship position.
Shared Instructional Leadership: A Synthesis

This research was a beginning study of a statewide effort to retain and recognize outstanding classroom teachers and to improve the teaching profession through having these teachers share their expertise with others. The California legislation was created as part of a 1983 comprehensive reform initiative known as Senate Bill 813. There was an intentional lack of specificity in the state implementation regulations so that each school district could design and implement the program according to its particular agenda.

The mentor teacher program was a symbol to many of whether the reform agenda was working. Its success or failure had the power to influence how future California legislation appropriations would reward teaching excellence and to suggest strategies for upgrading the professional competence of new and continuing teachers (Garvin, 1984).

Even in the first full year of implementation, the California Mentor Teacher Program achieved some of its primary purposes. There were examples in which mentors provided assistance and guidance to new and more experienced teachers and in which mentors developed curriculum and conducted staff development (Hanson, Shulman, & Bird, 1985).

There also were effects beyond the intent of the legislation even in that first year in which teachers were taking on a leadership function and were able to share in
leadership that had been typically and traditionally the administrator's prerogative.

The Extent and Types of Leadership Exerted by Mentors

Although the study provides many individual examples of mentor leadership, the following five types of mentor interactions are cited because they point toward a new repertoire for mentor teachers. The examples demonstrate gratifying ways in which some mentor teachers influenced the staff and school to seek higher instructional aspirations that ultimately could offer students greater opportunities and standards for learning.

1. When mentors initiated contacts with teachers and with principals, they opened up occasions for real change that likely would not have occurred without their proactive willingness to reach out.

2. As mentors were trained in how to conduct workshops and how to conference with teachers, they strengthened their abilities to increase the receptivity of other teachers and administrators because they knew more about working successfully with adults. This created greater mentor and teacher collaboration and began to change norms in mentor and administrator collaboration.

3. As mentors gained experience with the mentor program, their own vision expanded about the potential of what could be achieved by mentors. The understanding of their place in the larger educational arena also grew
because of the chance to work closely on activities beyond their own classroom.

4. A new professional collaboration over time among mentors expanded their understanding about acting as brokers to utilize other people and services within their community. This reduced their isolation and satisfied many wants and needs of themselves and others.

5. Mentors applied intervention skills and used political savvy to communicate teachers' needs to administrators. Their willingness to suspend judgment and to deal with issues of the moment helped mentors to establish rapport and a deeper trust level of confidential communication with other teachers toward discussion of serious educational goals.

Mentor Leadership that Increased Teacher Skills

One of the challenges of the mentor teacher program was to help professional people become more enabled to succeed in creating stronger instructional programs for students through utilizing the skills of their teaching colleagues.

The support that mentors brought other teachers in the form of ongoing collaboration established new collegial relationships. The empowerment that occurred because of skillful conferencing created a professional dialogue between mentors and teachers. Not only did mentoring lessen teacher isolation, it also afforded a new model for changing existing norms between teachers.
Leadership was also demonstrated by mentors through lesson modeling and follow-up suggestions that helped renew teachers and led to their having increased management and classroom instructional skills.

Some mentors collaborated with one another to establish a teacher center. This effort could not have been accomplished alone, nor without the influence of the mentor position. Their leadership demonstrated how the mentors' power resources could be expanded through team decision making. Mentors administered the center, staffed it, and purchased materials for it through their mentor support funds. This center became a meeting place for new and established teachers to create classroom materials and to attend instructional workshops.

Shared Instructional Leadership

Two of the vignettes cited examples of mentor intervention with principals. Although only a few illustrations of mentor and administrator mediation were described during the study, they provide a powerful model for new capacity building. The expansion of dialogue resounds as a form of mentor leadership. Both of the teachers cited in the vignettes, Irv and Beverly, did not know how to resolve their circumstances. Each felt powerless and without influence. One was an experienced teacher and the other was new to the school site and relatively new to teaching. The mentors' willingness to be
risk takers moved static and negative situations into new possibilities for the teachers to feel in control of developing stronger instructional programs.

Additionally, a number of mentors collaborated in instructional staff development with site administrators. Some mentors contributed ideas for faculty meeting agendas. Others presented or co-presented with administrators at workshops.

The mentor coordinator worked in a continual association with mentors in facilitating demonstration lessons, workshops, and acquiring substitutes to enable teachers to visit with mentors. He also held a committed vision of the mentor teacher program and activated it through various trainings that expanded the mentors' capacity to work with adults and increased their content skills.

Conclusion

Shared instructional leadership by mentors made a positive difference in the professional lives of a number of teachers and this difference had the power to expand the learning achievement of students. Ultimately, for schools to achieve their purpose and mission, teachers need to expand and deepen their leadership capacities. If the mentor teacher program continues and grows, educators will see the beginning of a different school culture emerging which has less teacher isolation.
As teachers learn how to take greater responsibility for sharing in instructional leadership, instead of viewing leadership as the sole responsibility of administrators, they will then help create a school culture in which teachers become proactive, acting truly as leaders in helping one another aspire to higher standards of efficacy by becoming more enabled professionals.

The California Mentor Teacher Program is an interesting case of state policy makers having an expansive mission, the implementation of which required sets of strategies and skills of the people at the district or school site. Thus, district and school policy implementors had to create plans to meet needs and wants at the local level.

The state policy makers purposely did not have fully developed expectations for the California Mentor Teacher Program. It was up to local policy makers to take the challenge seriously and assist teachers in becoming more enabled professionals and better educators of students.

There was a personal satisfaction to mentors from being invited into the mentor teacher program, and yet the positive results extended considerably beyond mentors. The school, the profession, and students' lives also have been enriched.

If the mentor teacher program does widen the school culture to allow shared instructional leadership not just to emerge, but to develop and expand beyond what was evident in
the mentor program's beginning years, the educational profession will create many of its renewal resources from within. It will, as a consequence, be able to meet the needs of students, the profession, and society in more satisfying and redeeming ways.

**Implications for Teachers as Instructional Leaders**

Several ideas that could strengthen the potential for shared instructional leadership emerged from this study. Some of the findings in this research corroborate portions of the information reviewed in the literature. For example, teachers who are selected to be mentors need to be appropriately trained so that they can succeed, as Hanson, Shulman, & Bird stated (1985). Many mentors supported teachers in an atmosphere of trust to improve their teaching efforts. This manner of professional respect was advocated in the work of Devaney (1987). The mentor program offers a foundation for long term, effective, instructional leadership by teachers which substantiates the work of Bird (1986a). Mentors function in a participatory process that allows a variety of teachers to function in differing leadership capacities, as Freiberg (1985) advocated.

There are some aspects of this research study that need to be emphasized and which have not as yet had substantial documentation from other sources. This section addresses these particular dimensions for strengthening the mentor
program, or for building any program that helps bring forth teachers as partners in instructional leadership. Each piece is noted specifically with a suggestion for creating a more fruitful, collaborative relationship between mentors and others.

**Mentor Initiated Contact with Teachers**

Many teachers said that they had collaborated with mentors primarily because the mentor teacher initiated contact with them. Often, for many mentors, the skills of how to approach and engage colleagues in professional dialogue have not been taught. Some mentors do not realize that it is essentially their responsibility to begin the process of establishing new relationships with peers.

Most teachers will not request the assistance of mentors. All mentors need to be trained in resourceful ways to approach teachers with respect, courtesy, and in a nonjudgmental manner, especially those teachers with whom they have not had professional dialogue or a working relationship prior to their becoming a mentor teacher.

Teachers say that they are willing to continue to work with a mentor if they have had a successful first experience working with the mentor. Teachers, because they already are busy, are not interested in adding pressure or wasted efforts to their life. If mentors are not sensitive about the issues of how to approach a staff member, when to do so, and which topics are appropriate, they might incur the
person's resentment or inadvertently escalate the teacher's sense of inadequacy.

Mentor Initiated Contact with Principals

Some mentors and principals stated that they had little or no ongoing discussion about the mentor program. This lack of professional dialogue can debilitating the mentoring opportunities within the school. Thus, the principal and other administrators need to learn how their needs can be more ably met by working together with a mentor teacher who desires to work collegially.

The principal may not choose to initiate this relationship, and thus it becomes necessary for mentors skillfully to open up dialogue with their principal and other key administrators with whom they work. It may require the mentor's initiative, resourcefulness, persistence, and specific suggestions for ways to plan and work together to establish an ongoing relationship so that collaborative instructional leadership can emerge and grow over time.

Active Mentor-Principal Partnership

Along with mentor initiative, principals can strengthen the mentor program when they work in a collegial relationship with mentors and help them to understand long range goals and school priorities. When principals share their personal vision about the school and when they help
the mentor develop an understanding of how to mesh mentoring activities with the bigger vision and goals, the mentor can become an ally and professional advocate for the principal.

Principals, when they view their partnership with mentor teachers in a proactive way, greatly expand the acceptance of the mentor's position within the school culture. Because of the inherent isolationism of teachers, new mentors need to be made aware of specific ways that the mentoring role increases the potential for reaching school goals so that they do not become diffuse in their exuberance.

Selection Committee Process

The mentor selection committee needs to encourage the selection of mentors who display skills in communication and collaboration with adults, as well as content related skills. Even if a teacher is outstanding within the context of classroom teaching, the person may not be a suitable candidate for particular types of mentoring if the person is not able to establish professional relationships with peers that enhance students' learning opportunities.

The mentor selection committee can assist potential candidates who are considering applying for a mentor position by stating clearly their criteria about what is required in the selection of mentors on the application notice that is sent out to teachers.
Also, the mentor selection committee needs to follow a clear and specific selection process format that encourages outstanding candidates to apply for and stay in the position.

Mentor Flexibility

Central office and site administrators need to explore restructuring ways for mentors to work with teachers during the school day. Some districts have created models that utilize mentor teachers more effectively than have other districts. Part of the issue becomes the intensity of the district's "buy-in" to the concept of teachers sharing in instructional leadership. The mentor coordinator usually has several other assignments and may not be aware of creative options that successfully utilize mentors during regular school time.

If there is a teachable moment, there also may be a best time to mentor, a time that can have particular value for the teacher to gain insights because of a mentor's availability and willingness to model a lesson, to co-teach a class with the teacher, to collaborate with the teacher in a coaching process, or in some other manner. The effectiveness of these efforts are tied directly to the mentor's support systems that maintain the mentor's sense of integrity for meeting his or her students' academic and other classroom needs.
Strategic Training

It is vital that mentors be trained well. Part of the training builds their confidence and part of the training builds their competence. Mentors need to be kept current in translating research about teaching into practice. They also need to know how to build trust and rapport with staff and administration.

Training for mentors needs to take them beyond what they would learn in a routine staff development structure. Because they are entering a world of greater influence and responsibility, the mentors require a skill base that establishes their confidence in the role and provides them with a deeper level of training than they might otherwise receive in how to work with adults effectively.

Mentors as Givers and Mentors as Takers

Sometimes mentors need to allow those with whom they work to provide nurturance to them. They need to acknowledge when they need help, support, or someone to listen to their thoughts.

Mentors need to have their personal needs met even as they strive to meet the needs of other people in their mentoring role. There are times when mentors must find support systems. An example is to allow a teacher with whom the mentor has been working over time to provide a service or assistance to the mentor. That can be a very healthy aspect to the relationship.
Recommendations Aimed at Strengthening Collaborative, Shared Instructional Leadership Among Mentor Teachers and Other Educators

The mentor teacher program, because of the intentionally few number of implementation guidelines from the state, has the potential to be very effective to meet needs at individual school sites. Listed below are recommendations that are directed at building opportunities for mentors to share in instructional leadership. Each of the recommendations emanates from incidents that occurred among participants in the study. The following suggestions, if taken seriously, can offer mentors and others involved with the mentor teacher program new ways to bring forth greater movement toward real, intended change in curriculum and instruction.

Administrative Protocol

Principals and other key site administrators can actively support the use of mentor teachers among staff members. Teachers need to know that the principal encourages collaborative professional dialogue, teaming, lesson modeling, and coaching between staff members through the mentor and teacher relationship.

There were examples in the study when teachers felt that they had to call upon a mentor teacher because of an administrator's insistence. If teachers perceive that
working with a mentor teacher appears to be a sign of professional weakness, they will be unwilling to initiate the dialogue. If principals model support for the work of mentors by encouraging teacher participation for reasons of professional growth and improvement, the expectations are positive and a desire for collaboration is greatly enhanced.

Coaching and Skill Development for Mentors and Others

Whether mentors are working primarily in a professional dialogue, such as a peer coaching relationship with teachers, or primarily are doing some form of instructional training, mentors need skill building in collegial and technical coaching models. These models emphasize how to establish and enhance relationship and problem solving skills as well as how to increase content understanding. In the end, they expand the mentor's capacity to help other adults develop a stronger instructional program for students. These coaching models would be excellent patterns for administrators and mentors to learn together.

Mentors and principals also could cooperatively study about adult learning theory, adult learning styles, and specific strategies to manage and resolve conflict and anger effectively.

Principal and Mentor—Shared Planning

District administrators must be mentor program advocates to strengthen bonds between the principals and
mentor teachers. A district level person can show significant support for the program by taking a group through a structured process in mentor planning. If the session or series of sessions is led by a district administrator who is perceived with high regard, the mentor program symbolically takes on a high priority in the eyes of administrators and mentors. Because time is provided for administrators and mentors to coordinate their efforts, all key players build both understanding and strategies for collaborative implementation and assessment of efforts.

Mentor Training in Needs Assessment and Fulfillment

It is helpful for mentors to go through training that hones their skills of working with the needs of new teachers. New teachers include not only those persons who are new to the profession, but also those who are new to a school, grade level, or content area, or who have returned to teaching after being out of the profession for some years.

Classroom management strategies and organization, discipline techniques, successful ways to work with parents, and school and district routines—all have the possibility for helping new teachers rapidly get beyond management and into deepening their instructional program for increased student learning.
Additional Skill Development

Mentors who know how to act as brokers for someone's needs can successfully accomplish much more than mentors who attempt to do everything. Brokering these skills might well be taught to mentors by the mentor coordinator and principals acting in concert.

Additional trainings that would greatly help mentors include learning about the politics of education, shared leadership, thinking skills, presentation skills, cooperative learning models, an increased instructional repertoire, problem solving strategies, change theory, and curriculum implementation and innovation.

Suggestions for Further Research

There are many lessons that can be learned from this research study, but it may have raised more issues than it has answered. Research in the following areas of study may assist in developing a greater understanding about how to expand upon a model of collaborative sharing in instructional leadership.

1. The subjects from this study were from one urban school district. A researcher could investigate what other districts, principals, and mentor teachers have done after the end of the formal mentoring term to keep mentors from returning to their former status: without wider
responsibilities than the classroom, without the rich professional growth opportunities, without the title of mentor, and without the $4,000 stipend.

2. Further research could be conducted with the original group of mentor teachers from this study to determine whether the mentor teacher program kept them in teaching. Also, it could investigate their attitude about the mentor program now.

3. The mentor coordinator is in a significant position to strengthen the district's mentor program. Future investigations may look at how clearly mentor coordinators understand shared instructional leadership in the terms that this study has researched it to determine the extent to which mentors share in instructional leadership.

4. A researcher could explore a model local mentor teacher program through an expanded ethnographic study of interrelational personal, political, and organizational forces. The research would determine what supported, guided or pushed relationships within that district's mentor program into new contexts that increased a sharing in instructional leadership by mentor teachers.

5. After determining that specific principals function as instructional leaders and that other specific principals function as managers within a school district, a researcher
could investigate the implementation of the mentor teacher program in a variety of school contexts within that district. She or he could compare and contrast how leaders mobilize the mentor program with how managers coordinate the mentor program.

6. A study could be designed to research the effects of the mentor teacher program within schools or districts that have significantly raised learning opportunities and academic standards for all students, (1) to determine how the mentor teacher program has assisted teachers, and (2) to specify the implications for mentors sharing in instructional leadership.

7. It would be useful to expand upon the brief section in this research to determine what enhances and what frustrates the efforts of mentors working with teachers. A researcher could interview mentors and teachers to discover specifically what mentor language and behaviors influence a mentor and teacher to develop rapport and trust and lead to greater productivity in the relationship.

8. From the state level perspective, a researcher could study the current prospects for the California Mentor Teacher Program. For example, he or she could explain how the support money is used by a wide variety of districts or investigate how districts have focused their mentor program
and what accomplishments they have made through their focused efforts.

9. Since reducing teacher isolation through teacher collaboration is a strong benefit of the mentor program, a researcher might design a qualitative study to determine what happens to the collaborative relationships that have been established between mentors and teachers when the mentor ends his or her term.

10. Finally, a consideration for future research is a study that would compare and contrast the California Mentor Teacher Program with an entry level career ladder program from another state in order to determine the degree of substantive opportunities for the selected teachers to share in instructional leadership.

Concluding Remarks

There is increasingly more research which indicates that instructional leadership cannot be designated as the vision and commitment only of the principal. An expanding view suggests that key school staff members need to share in that leadership.

The California Mentor Teacher Program has begun to cultivate a renewal of teacher professionalism from within its ranks. In this study, there were occasions in which outstanding mentor teachers touched the minds and hearts of
new and more experienced teachers to break down their professional isolation. Some mentors began to work as instructional leaders with administrators and with other mentors to bring about a teacher revitalization that has the power to lead to a more qualitatively equitable academic program for all students.

Shared instructional leadership is a complex phenomenon that will require commitment and skill building, and will take time to become embedded in the school and district culture. This research serves as a benchmark to point in the direction of bringing forth teachers as instructional leaders. The profound transformation of the profession is possible only through teachers and administrators who have themselves been transformed to higher aspirations.
REFERENCES


Honig, B. (1983). *Summary of implementation of the California mentor teacher program to date, including plan for programmatic review of district applications for funding.* Sacramento, CA: California State Department of Education.


APPENDICES
APPENDIX A

DEMOGRAPHIC DATA
DEMOGRAPHICS

1. District name

2. Number of schools at each grade level:
   - Elementary: 112
   - Middle/Junior High: 18
   - Senior High: 15
   - Other: (Atypical) 10

3. Number of students enrolled in district: Approx. 114,000

4. For the past three years, has your district student enrollment been:
   - Declining?
   - Stabilized?
   - Growing?

5. Average per pupil expenditure (No response)

6. Total district budget for 1983-84: $356,156,052

7. Total dollars spent on staff development activities and personnel in 1983-84: $702,748.00

8. Total dollars expended (beyond state allocation of $2000 per mentor) for mentor program 1983-84: 0

9. Estimated racial composition of students:
   - 15.9% Black
   - 19.6% Spanish surname
   - 15.2% Asian
   - 49.0% White
   - .3% Other

10. Percent AFDC as reported in the latest CAP: (No response)

11. Socio-economic status of student families (as reported in the latest CAP?) (Not available)

12. Estimate relative experience of teaching staff of district: (Not available)

13. Number of FTE teachers in district: 5100

14. Number of FTE teachers eligible for Mentor Program: 4934

15. Number of teachers who applied for mentor positions: Approximately 450

16. Number of mentors selected: 105

17. List of funded special projects currently in the district: CTIP

18. What standing committees or other groups (having teacher representation) are routinely involved in the planning and operation of the district program? (No response)
APPENDIX B

A SURVEY OF JUDGEMENTS ABOUT AND REPORTS OF

THE WORK OF MENTOR TEACHERS
California Mentor Teacher Study: Mini Study
A SURVEY OF JUDGEMENTS ABOUT AND REPORTS OF THE WORK OF MENTOR TEACHERS

November 12, 1984

INTRODUCTION

Your school district is implementing the California Mentor Teacher Program, in which some teachers are selected, called "mentor", paid a stipend of $4,000 per year, and undertake some task related to the improvement of schools. POTENTIALLY, the mentors selected in the California Mentor Teacher Program might undertake a wide variety of activities. We are interested in learning both:

(1) YOUR OWN PROFESSIONAL JUDGEMENT about the utility and the appropriateness of some of these POTENTIAL activities,
(2) YOUR REPORT of what ACTUALLY DOES happen in your district.
SURVEY ASSUMPTIONS

Probably, your judgment will depend on a variety of considerations; the matters raised are complex. It is hard to ask questions and give answers without making some assumptions. PLEASE MAKE THESE ASSUMPTIONS about the mentor:

- The mentor has been CAREFULLY CHOSEN by qualified persons.
- The mentor is a HIGHLY PROFICIENT teacher, both in his/her subject matters and in teaching methods.
- The mentor has been provided an ORIENTATION to mentors' work.
- The mentor MAY NOT EVALUATE other teachers.
- The mentor MAY NOT PASS INFORMATION about teachers to anyone.

These assumptions may be crucial; they will be repeated on each following page.

SURVEY COVERAGE

The length of this questionnaire permits examination only of a few of the possible combinations of the purpose of mentor activity; kinds of teachers the mentor deals with, e.g., new or experienced; situations in which the assistance is given; and ways in which assistance is given. Accordingly, we have attempted to select a few common and familiar occasions for providing assistance and a few distinctive ways in which the mentor might operate.

Please note that the situations are HYPOTHETICAL. With the information which is provided, please give your best judgement and report on the matters raised.
1. On each of the following pages (see example below), you will be presented:

(1) a HYPOTHETICAL SITUATION in which a mentor might operate,
(2) a series of OPTIONS FOR ACTION by the mentor in that situation,
(3) a response set (DO YOU APPROVE?) for providing your own judgement on that option, and
(4) a response set (DOES IT HAPPEN?) for reporting whether that hypothetical option is actually used in your district.

************************** EXAMPLE ****************************

ASSUMPTIONS: The mentor is well-chosen, highly proficient as a teacher, has received an orientation to mentors' work, may not evaluate teachers, and may not pass information about teachers to anyone.

HYPOTHETICAL SITUATION: In his/her own school, a mentor agreed to help three new teachers to make successful starts in their teaching careers. The mentor gets acquainted with each of these teachers and explains the mentor's assignments. Then:

1. By some low-key questioning, the mentor tries to help each new teacher assess his/her progress in specific areas such as classroom management and discipline.

2. The mentor proposes to provide the new teachers some current literature in a specific area such as classroom management and discipline.

3. The mentor proposes to provide the new teachers with written descriptions of the mentor's own approach to a specific area such as classroom management and discipline.

If this happened, WOULD YOU APPROVE?
Strongly Don't Strongly Disapp. Care Approve

In your experience, DOES IT HAPPEN?
Some- Never Rarely times Often

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

END OF EXAMPLE
ASSUMPTIONS: The mentor is well-chosen, highly proficient as a teacher, has received an orientation to mentors' work, may not evaluate teachers, and may not pass information about teachers to anyone.

A. HYPOTHETICAL SITUATION: In his/her own school, a mentor has agreed to help three new teachers to make successful starts in their teaching careers. The mentor gets acquainted with each of these teachers and explains the mentor's assignment. Then:

<table>
<thead>
<tr>
<th>If this happened, Would you approve?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disapprove.</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Approve.</td>
<td>+3</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your experience, does it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

1. By some low-key questioning, the mentor tries to help each new teacher assess his/her progress in specific areas such as classroom management and discipline.

2. The mentor proposes to provide the new teachers some current literature on a specific area such as classroom management and discipline.

3. The mentor proposes to provide the new teachers with written descriptions of the mentor's own approach to a specific area such as classroom management and discipline.

4. The mentor proposes to prepare and provide for the new teachers a training session on a specific area such as classroom management and discipline.

5. The mentor proposes to meet with each new teacher to discuss and refine that teacher's methods in a specific area such as classroom management and discipline.

6. The mentor proposes to observe each new teacher's classes and to comment in a specific area such as classroom management and discipline.
ASSUMPTIONS: The mentor is well-chosen, highly proficient as a teacher, has received an orientation to mentors' work, may not evaluate teachers, and may not pass information about teachers to anyone.

B. HYPOTHETICAL SITUATION: In his/her own school, a mentor has agreed to "help other teachers." Over the past few years, the mentor has noticed through classroom doors that a few teachers in the school seldom solicit or receive participation by students, seldom pause to check whether students are understanding lessons, and seldom work with students at their desks. Now:

1. At appropriate moments, the mentor attempts to draw each of these teachers into a "casual" conversation about the problems and benefits of interaction with students.

2. The mentor selects an article on classroom interaction and gives a copy to each of these teachers with the note that it is "thought-provoking."

3. The mentor writes a short piece on interaction between teachers and students and asks each of these teachers to "please give me your advice" about the piece.

4. The mentor prepares a short workshop on teacher-student interaction, and then invites these teachers and other teachers to join the mentor in studying the matter.

5. Saying that s/he has become interested in the matter, the mentor proposes to each of these teachers that the mentor and teacher sit down together and "compare notes" on their procedure for involving students in lessons.

6. After reporting that s/he has been "working on ways to involve students," the mentor proposes to each of these teachers that the mentor and teacher observe each other's classes and provide each other feedback on the matter.

<table>
<thead>
<tr>
<th>If this happened, WOULD YOU APPROVE?</th>
<th>In your experience, DOES IT HAPPEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disapp. Strongly Care Approve</td>
<td>Never Rarely Sometimes Often</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1. At appropriate moments, the mentor attempts to draw each of these teachers into a &quot;casual&quot; conversation about the problems and benefits of interaction with students.</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
<tr>
<td>2. The mentor selects an article on classroom interaction and gives a copy to each of these teachers with the note that it is &quot;thought-provoking.&quot;</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
<tr>
<td>3. The mentor writes a short piece on interaction between teachers and students and asks each of these teachers to &quot;please give me your advice&quot; about the piece.</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
<tr>
<td>4. The mentor prepares a short workshop on teacher-student interaction, and then invites these teachers and other teachers to join the mentor in studying the matter.</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
<tr>
<td>5. Saying that s/he has become interested in the matter, the mentor proposes to each of these teachers that the mentor and teacher sit down together and &quot;compare notes&quot; on their procedure for involving students in lessons.</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
<tr>
<td>6. After reporting that s/he has been &quot;working on ways to involve students,&quot; the mentor proposes to each of these teachers that the mentor and teacher observe each other's classes and provide each other feedback on the matter.</td>
<td>-3 -2 -1 0 +1 +2 +3 1 2 3 4</td>
</tr>
</tbody>
</table>
ASSUMPTIONS: The mentor is well-chosen, highly proficient as a teacher, has received an orientation to mentors' work, may not evaluate teachers, and may not pass information about teachers to anyone.

C. HYPOTHETICAL SITUATION: A mentor has agreed to help improve the curriculum, units, and materials in a subject and grade which the mentor teaches. The mentor approaches other teachers of the same subject and grade and explains the mentor's assignment. Then:

<table>
<thead>
<tr>
<th>If this happened,</th>
<th>Would you approve?</th>
<th>In your experience, does it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Don't Strongly</td>
<td>Never Rarely Some-</td>
</tr>
<tr>
<td></td>
<td>Disappl. Care Approve</td>
<td>-times Often</td>
</tr>
</tbody>
</table>

1. The mentor asks each of these other teachers "what we should be concentrating on" and "how we might best organize that content" and "what materials work well."

   -3 -2 -1 0 +1 +2 +3

2. The mentor proposes to screen available units and materials and to provide the other teachers a summary or annotated catalog of them.

   -3 -2 -1 0 +1 +2 +3

3. The mentor proposes to prepare units and materials for new content or for content which is hard to teach and to provide those materials to the other teachers.

   -3 -2 -1 0 +1 +2 +3

4. The mentor proposes to the other teachers to prepare and lead a workshop on available units and materials and their use in this subject and grade.

   -3 -2 -1 0 +1 +2 +3

5. To each other teacher, the mentor proposes that the mentor and teacher sit down together, look at the units and materials which they are using or might use, and try to make some improvements.

   -3 -2 -1 0 +1 +2 +3

6. The mentor proposes to visit some teachers' classrooms and observe how students work with the various materials, with the view that this information could guide the selection and preparation of materials.

   -3 -2 -1 0 +1 +2 +3
ASSUMPTIONS: The mentor is well-chosen, highly proficient as a teacher, has received an orientation to mentors' work, may not evaluate teachers, and may not pass information about teachers to anyone.

D. HYPOTHETICAL SITUATION: In his/her own school, a mentor has agreed to "help other teachers." Quite a few teachers in this school often talk in ways which convey doubt that the school's students can succeed. The mentor believes strongly that teachers must have faith in their students' capacity to learn, and further feels that research supports the mentor's view:

1. The mentor looks for opportunities to engage teachers in one-to-one conversations where the mentor can bring up the matter and discover what teachers believe about the school's students.

2. The mentor distributes to teachers a journal article on the importance of teachers' having high and favorable expectations for the students, with the note that it is "thought-provoking."

3. The mentor writes a short article which both reports some research and sets out the mentor's own views on the matter. The mentor distributes this to teachers with the comment, "I believe we need to be thinking about this matter."

4. The mentor prepares a workshop on the character and consequences of teachers' beliefs about their students and asks teachers to join the mentor in studying the matter.

5. The mentor attempts to strike up private conversations with some teachers who most often disparage students and there tries to explain why the mentor is disturbed by such talk.

6. On a day when the faculty room is full of put-downs of students, the mentor speaks out both declaring the mentor's own faith in students and proposing that such disparaging talk robs teachers of their determination.

<table>
<thead>
<tr>
<th>If this happened, WOULD YOU APPROVE?</th>
<th>In your experience, DOES IT HAPPEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly</td>
<td>Don't</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
</tr>
</tbody>
</table>

ARTE/California Mentor Teacher Study Mentor Activity Questionnaire Page 7 of 10
II. Suppose for a moment that YOU ARE A TEACHER WHO HAS BEEN APPROACHED BY A MENTOR. The mentor has offered or proposed to work with you in some way, or has invited you to participate in some activity. You are deciding whether to respond. In making your decision, WHAT KIND OF INFORMATION COUNTS MOST?

You have a TOTAL of 10 "chips" to play here. Please distribute your 10 chips among the following items to indicate what kind of information about the mentor counts most to you.

A. What is written in the mentor's job description or assignment.
B. What your principal says about the mentor.
C. What other teachers say about the mentor.
D. What you have seen of the mentor.
E. What the mentor proposes that you do together.
F. The exact way the mentor behaves toward you in each situation where you have dealings.
G. Other ________________________________________________

10 TOTAL
III. In thinking about what mentor could, might, should, or should not do, WHAT MATTERS MOST TO YOU?

You have a TOTAL of 10 "chips" to play here. Please distribute your ten chips among the items below to show what counts most in your thinking.

____ A. Who selected the mentor, and how.
____ B. The fact that the mentor is being paid a stipend of $4,000 per year.
____ C. The mentor's formal qualifications, such as academic degrees or years of experience.
____ D. The mentor's subject area or grade level.
____ E. Whether the mentor is operating in his own school, or in another school.
____ F. The mentor's relationships with administrators.
____ G. Whether the mentor has been trained to deal respectfully with other teachers.
____ H. The mentor's skill as a teacher.
____ I. How the mentor actually behaves toward teachers.
____ J. Other______________________________

10  TOTAL
IV. OPTIONAL COMMENTS SHEET

A. If some item in the questionnaire has been particularly confusing or difficult to answer, please note the page and item number and describe why it was particularly confusing or difficult.

B. We do promise to read, but cannot promise to analyze, all comments written below.
APPENDIX C

MENTOR INTERVIEW
California Mentor Teacher Study: Mini Study
MENTOR INTERVIEW
13 November 1984

Interviewer: _______________________
Date: __________/____/____

Respondent ID [I: obtain from site sample, confirm after.]

- District Number (0-9)

- Interview Type (1-5):
  1 District Official
  2 Teacher Association Official
  3 Mentor Coordinator
  4 Mentor
  5 Principal

- Respondent Number: (0-9)
  Highest Ranking District Official is "1".
  Highest Ranking Teacher Association Official is "1".
  First Mentor Coordinator is "1".
  First Mentor is "1".
  First Principal is "1".

- Pair Number (0, 1-9)
  If R is mentor, then respondent number of first principal about whom
  mentor was asked (1-9).
  If R is principal, then respondent number of first mentor about whom
  principal was asked (1-9).
  If R is other, then "0".

Respondent's address for thank you:

Unit/School _______________________
Box/Number/Street ___________________
City, State, ZIP _____________________

[I: Start time: __:____]
"THE FAR WEST LABORATORY IS STUDYING THE CALIFORNIA MENTOR TEACHER PROGRAM. AT THIS STAGE, WE ARE CONDUCTING INTERVIEWS IN NINE SCHOOL DISTRICTS, AND ARE CONCENTRATING ON WHAT DISTRICTS, SCHOOLS, AND INDIVIDUALS HAVE DONE TO GET STARTED WITH THE MENTOR PROGRAM. AFTER WE GAIN SOME SENSE OF THE RANGE OF DEVELOPMENTS IN DISTRICTS, WE EXPECT TO FOCUS MORE ON THE SPECIFIC ACTIVITIES OF MENTOR TEACHERS AND THEIR RELATIONS WITH OTHER TEACHERS."

"WE HOPE THAT YOU WILL SHARE WITH US YOUR CANDID PERCEPTIONS OF WHAT HAS BEEN HAPPENING IN THIS DISTRICT. HERE IS OUR WRITTEN ASSURANCE THAT WE HOLD IN CONFIDENCE WHAT YOU TELL US AND THAT YOU WILL REMAIN ANONYMOUS."

"MAY I START NOW WITH THE QUESTIONS?"
1. "I'D LIKE TO GET A FEW FACTS FIRST."
A. "YOU WERE SELECTED AS A MENTOR WHEN?"
   Month     Year
B. "AND YOU ALSO TEACH..."
   1 elementary, grade ____
   2 middle or junior, subject __________________________
   3 senior high, subject __________________________
C. "IN ALL, HOW MANY YEARS HAVE YOU TAUGHT?"
   ____ in all.
   ____ "HOW MANY YEARS IN THIS DISTRICT?"
   ____ "AND IN YOUR PRESENT SCHOOL?"
D. "ARE YOU A MEMBER OR OFFICER OF THE TEACHERS' ASSOCIATION?"
   1 No
   2 Member
   3 Building level officer
   4 District level officer
   5 Other officer

[I: After the Interview:]  

R's sex:
1 Female
2 Male

R's apparent race/ethnicity
1 American Indian
2 Asian American
3 Black American
4 Hispanic, Spanish-surnamed American
5 White American
6 Other
II.A. "PLEASE DESCRIBE FOR ME YOUR MAIN ACTIVITIES AS A MENTOR."

[1: Number responses in order given; see probe.]--------------------------

[I: probe, "IN THAT WORK, DO YOU HAVE OCCASION TO WORK DIRECTLY WITH OTHER TEACHERS?"]

[I: skip to page 7.]

[1: After the Interview, review numbered responses in light of the two following matrices, "Mentors Work For and With Teachers" and "Mentors Prepare and Maintain." For each R report of a "main" activity, enter the response number in one of the cells in one of the matrices. Also enter abstracts or quotes from the notes to specify.

The decision of which matrix to use depends mainly on one point: does R's response convey that the "OBJECT" of the mentor's activity is teacher's curriculum, etc., teacher's behavior, etc., or teacher's beliefs? If so, use "Mentors Work For and With Teachers."]

4
Mentors work with teachers. What are mentors doing? Mentors are working for and with teachers.

<table>
<thead>
<tr>
<th>1. The mentor acts or attempts to act as:</th>
<th>2. The object of mentor’s activity is teacher’s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Surveyor</td>
<td>a. Curriculum lesson plans, materials, equipment</td>
</tr>
<tr>
<td>Go-between</td>
<td>b. Behavior toward, relations with or among students</td>
</tr>
<tr>
<td>Arranger</td>
<td>c. Beliefs about, perspectives on teaching and learning</td>
</tr>
<tr>
<td>Distributor</td>
<td>(mentor asserts others' knowledge, skill)</td>
</tr>
<tr>
<td>(mentor asserts others' knowledge, skill)</td>
<td></td>
</tr>
<tr>
<td>b. Writer-developer</td>
<td></td>
</tr>
<tr>
<td>Group leader</td>
<td></td>
</tr>
<tr>
<td>Trainer</td>
<td></td>
</tr>
<tr>
<td>(mentor asserts own knowledge, skill with groups)</td>
<td></td>
</tr>
<tr>
<td>c. Consultant</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>Confidant</td>
<td></td>
</tr>
<tr>
<td>(mentor asserts own knowledge, skill with individual teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>1. The mentor spends time with:</th>
<th>2. In order to:</th>
<th>MENTORS PREPARE AND MAINTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mentor coordinator, trainer (s)</td>
<td>a. See and be seen, get acquainted</td>
<td>b. State, hear, and negotiate expectations, plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Obtain, receive, or assemble resources: training, materials, etc.</td>
</tr>
</tbody>
</table>

| b. Other mentors |                  | |
|                 |                  | |

| c. Principal (s) |                  | |
|                 |                  | |

| d. Teacher (s) |                  | |
|                |                  | |

What are mentors doing? Mentors are setting up shop.
B. "WHEN DO YOU DO THE WORK THAT YOU JUST DESCRIBED TO ME?"

[I: Now, circle each applicable code.]

1 Summer
2 Outside School Hours
3 Planning/Lunch Periods
4 "RELEASED TIME?" [I: if no released time, skip to page 8.]

C. "HOW MUCH RELEASED TIME DO YOU HAVE?"

___ hours per week, or
___ days per semester

D. "TAKE A RECENT INSTANCE OF RELEASED TIME—HOW DID YOU USE IT?"

[I: Number responses in order given.]

=================================================================================================

[I: After the interview, for D., enter one note number by each applicable category below; specify with abstracts, quotes. The mentor uses released time:]

___ to work on a project
___ to prepare for work with others
___ to work with teacher(s)
___ to work with administrator(s)
___ other use
E. "WE'VE TALKED ABOUT YOUR TIME. WHAT OTHER RESOURCES CAN YOU BRING TO BEAR ON YOUR WORK, OR MAKE DECISIONS ABOUT, AS A MENTOR?"

[I: Number responses in order given.]

F. "DOES THE DISTRICT PROVIDE RELEASED TIME FOR OTHER TEACHERS TO WORK WITH YOU IN ANY WAY?" [I: if so, "HOW IS THAT TIME USED?"]

[I: Number responses in order given.]

[1: After the interview, for E. then F., enter one response number by each applicable category; specify with abstracts and quotes.]

E. Mentor's resources:

___ None

___ Materials, equipment

___ Travel funds

___ Trainers, consultants

___ Other tangible resource

F. Other Teachers released time:

___ None is provided

___ Used for coaching, consulting

___ Used for training

___ Used for other meetings/talk

___ Other use

8
III. A. "HAVE YOU PARTICIPATED IN ANY MEETINGS WITH THE OTHER MENTORS IN THE DISTRICT?"

1 No "PRACTICALLY, DOES IT MATTER TO YOU THAT THERE HAVE BEEN NO MEETINGS?"

2 Yes "PLEASE TELL ME ABOUT IT/THEM."

[I: Number responses in order given; see probe.]-------------------------

[I: probe, "ARE SUCH MEETINGS A ROUTINE FOR MENTORS?"]

------------------------------------------------------------------------
[I: After the interview, enter one response number by each applicable category below; specify with abstracts and quotes. To date, mentors have met:

____ Never as a group

____ Only once when first selected

____ "As needed," but less than once a month

____ Less than once a month, but scheduled ahead

____ "As needed," but at least once a month

____ Regularly scheduled, at least once a month

____ Other

9
B. [I: If mentor meetings] "WHAT PART DOES THE MENTOR COORDINATOR PLAY IN THESE MEETINGS?"

[I: Number responses in order given.]----------------------------------------------
C. [I: if meetings:] "HAVE THE MENTORS' MEETINGS IN ANY WAY HELPED YOU IN YOUR WORK AS A MENTOR?"

[I: Number responses in order given.]-----------------------------------------------

[After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. The mentor says the meetings have:]

- Had little/no impact, by
- Given me confidence, by
- Given me information, by
- Given me examples, by
- Given me solutions, by
- Caused me to act, by
IV. "LET'S TURN FROM MENTOR'S MEETINGS TO TRAINING."

A. "HAVE YOU HAD ANY FORMAL TRAINING OR WORKSHOPS THAT WERE SPECIFICALLY INTENDED TO PREPARE YOU FOR YOUR WORK AS A MENTOR?"

1. No "DOES THAT MAKE ANY PRACTICAL DIFFERENCE?" [Take note, skip next page.]

2. Yes "WHAT TRAINING, AND WHO GAVE IT?"

[I: note Before or After selection as mentor, estimated clock hrs, name of training, and sponsor/trainer.]

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>Hrs</th>
<th>Name, sponsor/trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. "HAVE YOU HAD ANY OTHER FORMAL TRAINING THAT YOU BELIEVE HAS EQUIPPED YOU TO BE A MENTOR? [I: as above:]

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>Hrs</th>
<th>Name, sponsor/trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[I: After the interview, for A 1 "no training", enter one response number by each applicable category below. Having no specific training:]

- Affects M's skill in curriculum
- Affects M's skill in teaching
- Affects M's skill with teachers
- Affects M's acceptance by teachers
- No effect
- Other effect
C. "LET'S TRY TO ZERO IN ON HOW TRAINING CAN HELP YOU. FROM THE TRAINING YOU MENTIONED, PICK A PARTICULAR HOUR OR SESSION THAT WAS PARTICULARLY HELPFUL. WHAT WAS THE MESSAGE THAT YOU TOOK AWAY FROM THAT SESSION?"

[I: Number responses in order given. See probe.]

[I: probe, "DID THIS MOST HELPFUL SESSION DEAL AT ALL WITH HOW MENTORS WORK WITH TEACHERS?"]

--------------------------------------------------------------------------------------------------------------------------
[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. The training which was most helpful:]

___ Affected M's skill in curriculum

___ Affected M's skill in teaching

___ Affected M's skill with teachers

___ Affected M's acceptance by teachers

___ Other effect

13
V. "MY UNDERSTANDING IS THAT [ ] IS THE DISTRICT'S MENTOR COORDINATOR. IS THAT RIGHT?"

A. "HAVE YOU MET OR TALKED INDIVIDUALLY WITH [MC ]?"

1 No [I: If R expands, take note and skip to page 15.]

2 Yes "HOW OFTEN . . . ABOUT WHAT?"

[I: Number responses in order given. See probe.]

[I: probe, "HAS THE MENTOR COORDINATOR EVER HELPED YOU OR MADE YOU DO THINGS THAT YOU COULDN'T OR WOULDN'T HAVE DONE OTHERWISE?"]

=================================================================================================================

[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Mentor's contact with MC has involved:]

____ administration, paperwork
____ MC's counseling mentor
____ MC's informing the mentor
____ MC's advising M about principals
____ MC's advising M about teachers
____ MC's directing M's activities
____ Other

14

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
VI. [I: recall sampling of Principals.] "LET'S TURN TO YOUR SITUATION IN SCHOOLS, SPECIFICALLY YOUR RELATIONS WITH PRINCIPALS. I UNDERSTAND THAT YOU WORK WITH [sampled principal]. . .IN WHAT CONNECTION?"

1 Mentor teaches in P's school
2 Mentor works as mentor in P's school
3 Mentor works with P in other connection.

[I: if sampling error, substitute and recode.]

A. "SINCE YOU WERE SELECTED AS A MENTOR TEACHER, HAVE YOU AND [P] EVER TALKED ABOUT YOUR WORK AS MENTOR?

1 No [I: if R continues, take note and skip to p. 16.]
2 Yes "HOW OFTEN . . .WHAT ABOUT?"

[I: Number responses in order given. See probe.]-----------------------------

[I: probe, "HAS [P] EVER GIVEN YOU ADVICE ABOUT YOUR WORK AS A MENTOR TEACHER? . . .WHAT ADVICE?"]

=================================================================================================
[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Mentor-Principal talks have been:]

___ Courtesies
___ Exchanging information
___ Advising
___ Guiding, pushing
___ Planning
___ Other

15
B. "HAS [P] EVER GONE TO BAT--TAKEN ACTION-- FOR THE MENTOR PROGRAM OR FOR YOU AS A MENTOR?"

1 No "DOES THAT AFFECT YOUR WORK AS MENTOR?"

2 Yes "HOW . . . WHEN?"

[I: Number responses in order given. See probe.]--------------------------

[I: probe, "HAS [P] EVER TALKED TO SPECIFIC TEACHERS ON YOUR BEHALF AS A MENTOR?"]

====================================================================================================
[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Principal has:]

____ Resisted the mentor's work.

____ Remained neutral.

____ Supported the mentor's work.

16
C. "HOW TEACHERS..." HOW WOULD YOU DESCRIBE THE RESPONSE OF TEACHERS TO YOU AS A MENTOR?

[I: Number responses in order given. See probe.]------------------------
VII. "PLEASE STEP BACK FROM YOUR OWN WORK FOR A MOMENT AND CONSIDER THE PLACE
OF THE MENTOR PROGRAM IN THIS DISTRICT." LOOKING AROUND AT WHAT YOU SEE AND
HEAR, IS THE MENTOR PROGRAM IMPORTANT...TO WHOM?"

[I: Number responses in order given. See probes.]-------------------

[I: probe. "IS THE MENTOR PROGRAM IMPORTANT TO THE SUPERINTENDENT, TO THE
TEACHERS' ASSOCIATION?"]

[I: probe. "IS THE MENTOR PROGRAM MORE OR LESS IMPORTANT THAN IT WAS LATE LAST
SPRING?"

==================================================================================================
[I: After the Interview, enter one response number by each applicable category
below; specify with abstracts and quotes. The mentor program is:]

___ unimportant to _____________, because . .
___ to _________________, because . .
___ important to ________________, because . .
___ to _________________, because . .
___ very important to _____________, because . .
___ to _________________, because . .
___ R can't tell, because . .

18

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
VIII. "HOW YOUR INTERESTS IN THE MENTOR PROGRAM..."

A. "WERE YOU CONSIDERING ANY CAREER CHANGES BEFORE THE MENTOR PROGRAM CAME ALONG?"

1. No
2. Yes "WHY? [I: Number responses.]

B. "WHY DID YOU APPLY TO BE A MENTOR? WHAT MADE THE MENTOR POSITION ATTRACTIVE?" [I: Number responses.]

C. "NOW THAT YOU'VE BEEN A MENTOR TEACHER FOR A WHILE, IS IT STILL ATTRACTIVE?" [I: Number responses.]

[1: After the interview, consider both the order of the responses and the emphasis placed in the response by the Respondent. Be K's editor. In one sentence each:]

If R was considering a career change, why?

Why did R apply to be a Mentor?

If the position still is/is not attractive, why/why not?
D. "THE LEGISLATURE HOPES THAT THE MENTOR PROGRAM WILL HOLD TALENTED, EXPERIENCED TEACHERS IN THE PROFESSION. WILL IT HOLD YOU?"

[I: Number responses in order given.]------------------------------------------

---------------------------------------------------

[I: After the interview, consider both the order of the responses and the emphasis placed in the response by the Respondent. Be R's editor. In one sentence:]

Will the Mentor Program hold R in the profession?
IX. "WHAT QUESTION NOT ASKED WOULD YOU HAVE LIKED TO BE ASKED?"
WHAT'S YOUR ANSWER TO IT?*

[I: Number responses in order given.]-----------------------------

[...] After the Interview, consider response order and apparent emphasis by R, then be R's editor:

In one sentence, what question did R want to be asked?

In one sentence, how did R answer it?
X. "THANK YOU VERY MUCH FOR YOUR TIME AND FOR YOUR THOUGHTS."

"I HAVE ONE MORE FAVOR TO ASK YOU. FROM EACH PERSON WE ARE INTERVIEWING HERE IN YOUR DISTRICT, WE WOULD LIKE TO GET SOME PROFESSIONAL JUDGEMENTS ABOUT HOW MENTORS SHOULD DEAL WITH TEACHERS IN SOME SPECIFIC SITUATIONS, AND HOW, IN YOUR EXPERIENCE, MENTORS ACTUALLY DO WORK WITH TEACHERS. WE'VE PREPARED A QUESTIONNAIRE WHICH SHOULD REQUIRE NO MORE THAN TWENTY OR THIRTY MINUTES. I HOPE THAT YOU CAN MAKE THE TIME TO COMPLETE IT AND MAIL IT BACK TO US."

"WE OWE A REPORT TO OUR SPONSOR IN THE SPRING. OUR PLAN IS TO PROVIDE YOUR DISTRICT A COPY OF THAT REPORT, BY THE END OF THE SCHOOL YEAR, ALONG WITH A BRIEF SUMMARY FOR EACH PERSON WE INTERVIEW HERE. THAT INCLUDES YOU; COULD I HAVE THE MAILING ADDRESS WE SHOULD SEND IT TO? [I: write on cover sheet.]

THANKS AGAIN."

[I: End Time? _____]

[I: After the interview, please record your impression of the interview.]
APPENDIX D

PRINCIPAL INTERVIEW
California Mentor Teacher Study: Mini Study
PRINCIPAL INTERVIEW
13 November 1984

Interviewer:________________________
Date: __/__/____

Respondent ID [I: obtain from site sample, confirm after.]
___ District Number (0-9)
___ Interview Type (1-5):
   1 District Official
   2 Teacher Association Official
   3 Mentor Coordinator
   4 Mentor
   5 Principal

___ Respondent Number: (0-9)
   Highest Ranking District Official is "1".
   Highest Ranking Teacher Association Official is "1".
   First Mentor Coordinator is "1".
   First Mentor is "1".
   First Principal is "1".

___ Pair Number (0, 1-9)
   If R is mentor, then respondent number of first principal about whom mentor was asked (1-9).
   If R is principal, then respondent number of first mentor about whom principal was asked (1-9).
   If R is other, then "0".

Respondent's address for thank you:
Unit/School ______________________________________
Box/Number/Street __________________________________
City, State, ZIP ________________________________

[I: Start time: ____:]
Introduction: "THE FAR WEST LABORATORY IS STUDYING THE CALIFORNIA MENTOR TEACHER PROGRAM. AT THIS STAGE, WE ARE CONDUCTING INTERVIEWS IN NINE SCHOOL DISTRICTS, AND ARE CONCENTRATING ON WHAT DISTRICTS, SCHOOLS, AND INDIVIDUALS HAVE DONE TO GET STARTED WITH THE MENTOR PROGRAM. AFTER WE GAIN SOME SENSE OF THE RANGE OF DEVELOPMENTS IN DISTRICTS, WE EXPECT TO FOCUS MORE ON THE SPECIFIC ACTIVITIES OF MENTOR TEACHERS AND THEIR RELATIONS WITH OTHER TEACHERS."

"WE HOPE THAT YOU WILL SHARE WITH US YOUR CANDID PERCEPTIONS OF WHAT HAS BEEN HAPPENING IN THIS DISTRICT. HERE IS OUR WRITTEN ASSURANCE THAT WE HOLD IN CONFIDENCE WHAT YOU TELL US AND THAT YOU WILL REMAIN ANONYMOUS."

"MAY I START NOW WITH THE QUESTIONS?"
I. "I'D LIKE TO START BY CONFIRMING A FEW FACTS.
A. "YOU ARE THE [ ] OF [school] ?"
   1 Principal
   2 Assistant Principal
   3 Other

B. "FOR HOW MANY YEARS?"

C. "DID YOU HAVE A POSITION IN THE DISTRICT BEFORE THIS ONE?"
   1 No
   2 Principal
   3 Assistant Principal
   4 Teacher
   5 Other

D. "HOW MANY YEARS HAVE YOU WORKED IN THIS DISTRICT?"

[1: After the Interview:]
R's sex:
   1 Female
   2 Male

R's apparent race/ethnicity:
   1 American Indian
   2 Asian American
   3 Black American
   4 Hispanic, Spanish-surnamed American
   5 White American
   6 Other
II. "LET'S TRACE THE DEVELOPMENT OF THE MENTOR PROGRAM HERE."

A. "WERE YOU INVOLVED OR CONSULTED WHEN THE MENTOR PROGRAM WAS DESIGNED?"

1. No "HAS THAT AFFECTED YOUR WORK AS [ ]?"

2. Yes "PLEASE TELL ME ABOUT THAT."

[]: Number responses in order given.

---

[1]: After the interview, enter one response number by each applicable category below; specify with abstracts and quotes.

<table>
<thead>
<tr>
<th>Kind of Involvement</th>
<th>Topic of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Involvement</td>
<td>Mentors' work</td>
</tr>
<tr>
<td>Was notified</td>
<td>Mentor-teacher relations</td>
</tr>
<tr>
<td>Informal discussions</td>
<td>Mentor-principal relations</td>
</tr>
<tr>
<td>Formal talk, planning</td>
<td>Stipend conditions, duration</td>
</tr>
<tr>
<td>Selection committee</td>
<td>Selection</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>
B. "HAS THE DISTRICT DONE ANYTHING TO HELP YOU FIGURE OUT HOW THE MENTOR(S) FITS INTO YOUR SCHOOL?"

1. No "HAS THAT MADE A PRACTICAL DIFFERENCE TO YOU?"
2. Yes "WHAT?"

[I: Number responses in order given.]------------------------------------------

===============================================================================
[I: After the interview, enter one response number by each applicable category below; specify with abstracts and quotes. With the principal, the district:]

___ does nothing to help
___ provides general information
___ responds to problems
___ seeks agreements
___ promotes strategies
___ evaluates results
___ other, none of above

5
C. "WHAT DISCRETION DO YOU HAVE TO MAKE OPTIMAL USE OF MENTOR(S) IN YOUR SCHOOL?"

[I: Number responses in order given.]-----------------------------------------------

[1: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Relative to discretion, R mentions:]

___ teachers' contract
___ teacher opinion
___ district policy/plan
___ district officers' stance
___ something about mentors
___ money, time, things
___ other, none of above
III. "I'D LIKE TO TALK MORE SPECIFICALLY NOW ABOUT MENTORS AND THEIR WORK. TO
BE AS CONCRETE AS POSSIBLE, I WOULD LIKE TO ASK ABOUT A PARTICULAR MENTOR
NOW. IF WE HAVE ENOUGH TIME AT THE END OF THE INTERVIEW, MAYBE WE CAN TALK
ABOUT [another, other mentor(s)]."

A. "AM I CORRECT IN THINKING THAT [ ] IS A MENTOR, AND THAT
S/HE [teaches, works as a mentor] IN YOUR SCHOOL?"
1 No [I: correct sampling and proceed or not accordingly.]
2 Yes "SO FAR AS YOU KNOW, WHAT IS [ ] DOING, AS A MENTOR?"
[I: Number responses in order given.]-------------------------------------------------------------

[I: skip to page 10.]

================================================================================================

[I: After the Interview, review numbered responses in light of the two
following matrices, "Mentors Work For and With Teachers" and "Mentors Prepare
And Maintain." For each R report of a "main" activity, enter the response
number in one of the cells in one of the matrices. Also enter abstracts or
quotes from the notes to specify.

The decision which matrix to use depends mainly on one point: does R's
response convey that the "OBJECT" of the mentor's activity is teacher's
Curriculum, etc., Teacher's behavior, etc., or teacher's beliefs. If so, use
"Mentors Work For and With Teachers."]
1. The mentor acts or attempts to act as:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Go-between</td>
<td>Group leader</td>
<td>Coach</td>
</tr>
<tr>
<td>Arranger</td>
<td>Trainer</td>
<td>Confidant</td>
</tr>
<tr>
<td>Distributor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(mentor asserts others' knowledge, skill)</td>
<td>(mentor asserts own knowledge, skill with groups)</td>
<td>(mentor asserts own knowledge, skill with individual teachers)</td>
</tr>
</tbody>
</table>

2. The object of mentor's activity is teacher's:

<table>
<thead>
<tr>
<th>a. Curriculum lesson plans, materials, equipment</th>
<th>b. Behavior toward, relations with or among students</th>
<th>c. Beliefs about, perspectives on teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are mentors doing? Mentors are working for and with teachers.
The mentor spends time with:

<table>
<thead>
<tr>
<th>a. Mentor coordinator, trainer (s)</th>
<th>b. State, hear, and negotiate expectations, plans</th>
<th>c. Obtain, receive, or assemble resources: training, materials, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other mentors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Principal (s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teacher (s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are mentors doing?  Mentors are setting up shop.
B. "WHEN—WHAT TIME OF THE DAY OR WEEK—DOES [ ] WORK AS A MENTOR?"

1 Summer
2 Outside school hours
3 Planning/lunch periods
4 Released time

C. "HAVE YOU AND [M ] EVER DISCUSSED HIS/HER WORK AS A MENTOR?"

1 No [I: skip to page 11.]
2 Yes "CAN YOU DESCRIBE THOSE TALKS FOR ME?"

[I: Number responses in order given.]---------------------------------------------

[1: After the interview, enter one response number by each applicable category below; specify with abstracts and quotes. In R's view, s/he and/or the mentor:]

___ exchange courtesies
___ exchange information
___ advise/guide each other
___ plan together
___ other
D. "CONSIDERING YOUR SCHOOL AND YOUR WORK IN RUNNING IT, WHAT ARE THE
ADVANTAGES OR DISADVANTAGES OF THE MENTOR PROGRAM?"

[I: Number responses in order given. See probe.]--------------------------

[I: switch, "AND THE [advantages, disadvantages]./"

E. "AGAIN FROM THE POINT OF VIEW OF THIS SCHOOL AND YOUR WORK, DOES IT MAKE
ANY DIFFERENCE WHETHER THE MENTOR WORKS IN HER OWN SCHOOL OR IN ANOTHER
SCHOOL?"

1 No [I: skip to next page.]
2 Yes

[I: Number responses in order given.]--------------------------

******************************************************************************
[I: After the Interview. For D., review the order of responses and
the emphasis which R placed in responses. Be R's editor. In one
sentence each:]

Advantages of the mentor program?

Disadvantages of the mentor program?

11
IV. "IN PAST FEW YEARS, HAVE THERE BEEN TEACHERS IN THIS SCHOOL WHO HAVE SERVED IN MENTOR-LIKE CAPACITIES?"

1 No [skip to next page.]

2 Yes "PLEASE DESCRIBE THAT."

[I: Number responses in order given. See probe.]-------------------

[I: probe, "WHERE THESE MENTOR-LIKE TEACHERS EXPECTED TO INFLUENCE THE TEACHING PRACTICES OF OTHER TEACHERS?]

[-------------------]

[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. In the mentor-like situation:]

____ How was the teacher(s) chosen?
____ Were/are chosen teachers paid?
____ Were/are chosen teachers called by a title?
____ Did/do chosen teachers work directly with other teachers?
____ Were/are chosen teachers expected to influence other teachers.

12
IV. "FROM WHAT YOU SEE AND HEAR IN YOUR POSITION, IS THE MENTOR PROGRAM AN IMPORTANT OR AN UNIMPORTANT PROGRAM ... TO WHOM?"

[I: Number responses in order given. See probe.]-----------------------------

[I: probe, "WHAT CUES DO YOU GET FROM THE SUPERINTENDENT AND THE TEACHERS' ASSOCIATION?"]

[1: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. The mentor program is:]

___ unimportant to ____________, because . .
___ to ________________, because . .
___ important to ________________, because . .
___ to ________________, because . .
___ very important to ________________, because . .
___ to ________________, because . .
___ I can't say, because . .

13
V. "WHAT QUESTION NOT ASKED WOULD YOU LIKE TO HAVE BEEN ASKED. WHAT'S YOUR ANSWER TO IT?"

[1: Number responses in order given.]

[1: After the interview, review the order of responses and the emphasis which R placed in responses. Be R's editor. In one sentence each:]

What question did R want to be asked?

What answer did R give to it?
VI. [I: Check Time.

[If you have five more minutes, go to page 16 and get another description of what a mentor does, then return here.

[If no time, then:]

"THANK YOU VERY MUCH FOR YOUR TIME AND FOR YOUR THOUGHTS. I HAVE ONE MORE FAVOR TO ASK YOU. FROM EACH PERSON WE ARE INTERVIEWING HERE IN YOUR DISTRICT, WE WOULD LIKE TO GET SOME PROFESSIONAL JUDGEMENTS ABOUT HOW MENTORS SHOULD DEAL WITH TEACHERS IN SOME SPECIFIC SITUATIONS, AND HOW, IN YOUR EXPERIENCE, MENTORS ACTUALLY DO WORK WITH TEACHERS. WE'VE PREPARED A QUESTIONNAIRE WHICH SHOULD REQUIRE NO MORE THAN TWENTY OR THIRTY MINUTES. I HOPE THAT YOU CAN MAKE THE TIME TO COMPLETE IT AND MAIL IT BACK TO US."

"WE OWE A REPORT TO OUR SPONSOR IN THE SPRING. OUR PLAN IS TO PROVIDE YOUR DISTRICT A COPY OF THAT REPORT, BY THE END OF THE SCHOOL YEAR, ALONG WITH A BRIEF SUMMARY FOR EACH PERSON WE INTERVIEW HERE. THAT INCLUDES YOU; COULD I HAVE THE MAILING ADDRESS WE SHOULD SEND IT TO?" [I: write on cover sheet.]

"THANKS AGAIN."

[I: End Time? ___ : ____________________________

[1: After the interview, please record your impression of the interview.]"
"IF WE COULD TAKE A FEW MORE MINUTES, I WOULD LIKE TO ASK YOU ABOUT ANOTHER MENTOR. [I: select and code a rationale:]

1 "IS THERE A/ANOTHER PERSON WORKING AS A MENTOR IN YOUR SCHOOL?"

2 "WHICH MENTOR, IN YOUR VIEW, WORKS MOST CLOSELY WITH TEACHERS?"

3 "WHICH MENTOR'S WORK DO YOU KNOW THE MOST ABOUT?"

"O.K. WHAT IS [who? ] DOING, AS A MENTOR?"

[I: Number responses in order given, then return to closing.]----------

[I: Return to closing on page 13.]

[I: After the Interview, review numbered responses in light of the two following matrices, "Mentors Work For and With Teachers" and "Mentors Prepare and Maintain." For each R report of a "main" activity, enter the response number in one of the cells in one of the matrices. Also enter abstracts or quotes from the notes to specify.

The decision of which matrix to use depends mainly on one point: does R's response convey that the "OBJECT" of the mentor's activity is teacher's curriculum, etc., teacher's behavior, etc., or teacher's beliefs. If so, use "Mentors Work For and With Teachers."]
### What are mentors doing?

Mentors are working for and with teachers.

### MENTORS WORK WITH TEACHERS

**1. The mentor acts or attempts to act as:**

- Surveyor
- Go-between
- Arranger
- Distributor
  (mentor asserts others' knowledge, skill)

- Writer-developer
- Group leader
- Trainer
  (mentor asserts own knowledge, skill with groups)

- Consultant
- Coach
- Confidant
  (mentor asserts own knowledge, skill with individual teachers)

**2. The object of mentor's activity is teacher's:**

- a. Curriculum lesson plans, materials, equipment
- b. Behavior toward, relations with or among students
- c. Beliefs about, perspectives on teaching and learning
2. In order to:

<table>
<thead>
<tr>
<th></th>
<th>MENTORS PREPARE AND MAINTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. See and be seen, get acquainted</td>
</tr>
<tr>
<td>a. Mentor coordinator, trainer(s)</td>
<td></td>
</tr>
<tr>
<td>b. Other mentors</td>
<td></td>
</tr>
<tr>
<td>c. Principal(s)</td>
<td></td>
</tr>
<tr>
<td>d. Teacher(s)</td>
<td></td>
</tr>
</tbody>
</table>

**What are mentors doing?**

**Mentors are setting up shop.**
APPENDIX E

TEACHER INTERVIEW
California Mentor Teacher Study: Comp Study
TEACHER INTERVIEW
6 May 1985

Interviewer: ________________________________

Date: ______/____/____

Respondent ID [I: obtain from site sample, confirm after.]

   District Number (0-9)

   Interview Type (1-5):
   1 District Official
   2 Teacher Association Official
   3 Mentor Coordinator
   4 Mentor
   5 Principal
   6 Teacher

   Respondent Number: (00-99)
   Highest Ranking District Official is "01".
   Highest Ranking Teacher Association Official is "01".
   First Mentor Coordinator, Mentor, Teacher, or Principal is "01".

   Mentor-Teacher Pair Number (00, 01-99)
   If R is mentor, enter respondent number of teacher.
   If R is teacher, enter respondent number of mentor.
   If R is other, enter 00.

   Mentor-Teacher Pair Number (00, 01-99)
   If R is mentor, enter respondent number of teacher.
   If R is teacher, enter respondent number of mentor.
   If R is other, enter 00.

   Mentor-Teacher Pair Number (00, 01-99)
   If R is mentor, enter respondent number of teacher.
   If R is teacher, enter respondent number of mentor.
   If R is other, enter 00.

Respondent's address for thank you:

   Unit/School _______________________________________
   Box/Number/Street __________________________________
   City, State, ZIP _____________________________________

[I: Start time: __:____]
Introduction: "THE FAR WEST LABORATORY IS STUDYING THE CALIFORNIA MENTOR TEACHER PROGRAM. IN NINE SCHOOL DISTRICTS, WE STUDIED WHAT DISTRICTS, SCHOOLS, AND INDIVIDUALS HAVE DONE TO GET STARTED WITH THE MENTOR PROGRAM. NOW WE WANT TO SEE HOW THE PROGRAM HAS CHANGED OVER THE YEAR. ALSO, WE ARE FOCUSING MORE ON THE SPECIFIC ACTIVITIES OF MENTORS—TEACHER CONSULTANTS—WITH OTHER TEACHERS."

"WE HOPE THAT YOU WILL SHARE WITH US YOUR CANDID PERCEPTIONS OF WHAT HAS BEEN HAPPENING IN THIS DISTRICT. HERE IS OUR WRITTEN ASSURANCE THAT WE HOLD IN CONFIDENCE WHAT YOU TELL US AND THAT YOU WILL REMAIN ANONYMOUS."

[I: Let R decide whether/how much of the assurance to read. If questions about the study are asked, provide simple, short answers.]

"MAY I START NOW WITH THE QUESTIONS?"
I. "I'D LIKE TO GET A FEW FACTS FIRST."

A. "YOUR FORMAL TITLE IS ________________________________

B. "AND YOU TEACH..."
   1 elementary, grade ___
   2 middle or junior, subject ______________________
   3 senior high, subject___________________________

C. "IN ALL, HOW MANY YEARS HAVE YOU TAUGHT?"
   ___ in all.
   ___ "HOW MANY YEARS IN THIS DISTRICT?"
   ___ "AND IN YOUR PRESENT SCHOOL?"

[After the Interview:]

R's sex:
   1 Female
   2 Male

R's apparent race/ethnicity
   1 American Indian
   2 Asian American
   3 Black American
   4 Hispanic, Spanish-surnamed American
   5 White American
   6 Other
II. "LET'S TALK FIRST ABOUT THE DEVELOPMENT OF THE MENTOR TEACHER PROGRAM IN THIS DISTRICT."

A. "THINK BACK TO BEFORE THE TEACHER CONSULTANT PROGRAM BEGAN. WERE THERE ANY OTHER ARRANGEMENTS, FORMAL OR INFORMAL, LIKE MENTOR TEACHERS?"

[I: Number responses in order given.]-----------------------------

[I: Probe: "HOW DOES THE MENTOR TEACHER PROGRAM VARY FROM THE REMEDIATION TEACHER PROGRAM?"]
B. "PLEASE DESCRIBE HOW THE MENTOR TEACHER PROGRAM WAS INTRODUCED IN THIS DISTRICT AS YOU SAW IT"

[I: Number responses in order given.]

[II: Probe: "WHAT IS YOUR VIEW OF THE WAY IN WHICH THE MENTOR TEACHERS WERE SELECTED?"]
III. "NOW I'D LIKE TO ASK ABOUT YOUR EXPERIENCES WORKING WITH [ ] AS A MENTOR TEACHER."

A. AS I UNDERSTAND IT, MENTOR TEACHERS WORK WITH TEACHERS AT THE TEACHER'S REQUEST. WHAT LED YOU TO MAKE A REQUEST? WHAT DID YOU WANT?"

[I: Number responses in order given.]---------------------------

[I: Probe: "WERE YOU AT ALL HESITANT ABOUT MAKING THAT REQUEST? IF yes, why?"]

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
B. "Both our own experience and others' research suggests that exchanges between teachers and people like mentor teachers depend heavily on the exact ways in which things happen. We need to know in some detail how you and [ ] have worked together. Please describe what you have done together, from beginning to end."

[I: Number responses in order given.]

[I: Probe for detail about each contact: when, where, length]

[I: Probe: Have you ever attended a workshop or meeting led by [ ]? How did it go?"

[After the interview, review the notes and mark off each episode—a contact between R and the mentor teacher and the interval between that contact and the next.]
IV. "LET'S SHIFT THE FOCUS A LITTLE. PREVIOUS WORK ALSO SUGGESTS THAT IN DEALINGS BETWEEN TEACHERS AND PEOPLE LIKE MENTOR TEACHERS THERE ARE A VARIETY OF SPOKEN AND UNSPOKEN RULES ABOUT HOW THEY SHOULD WORK TOGETHER AND DEAL WITH EACH OTHER.

A. "AS YOU SEE (SAW) IT, DID YOU AND [ ] HAVE SOME OF THESE SPOKEN OR UNSPOKEN RULES ABOUT HOW YOU SHOULD WORK TOGETHER?"

[I: Responses in order given.]

[I: Probe: "WHEN AND HOW DID THESE RULES EMERGE?"]

[I: Probe: "IN YOUR VIEW, WHAT IS THE MOST IMPORTANT RULE FOR YOUR WORKING TOGETHER?"]

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
B. "WHAT HAVE BEEN THE RESULTS AND CONSEQUENCES OF YOUR WORK WITH
[ ]?"

[I: Number responses in order given.]------------------------

[I: Probe: "HAS ANYTHING ABOUT YOUR TEACHING OR YOUR CLASSES CHANGED AS A
CONSEQUENCE OF WORKING WITH [ ]?"

9
V. "WHAT QUESTION WHICH I HAVE NOT ASKED WOULD YOU LIKE TO BE ASKED?"
WHAT'S YOUR ANSWER TO IT?"

[1: Number responses in order given.]-------------------

[1: After the interview, consider response order and apparent emphasis by R, then be R's editor:]

In one sentence, what question did R want to be asked?

In one sentence, how did R answer it?
VI. "THANK YOU VERY MUCH FOR YOUR TIME AND FOR YOUR THOUGHTS."

"I HAVE ONE MORE FAVOR TO ASK YOU. FROM EACH PERSON WE ARE INTERVIEWING HERE IN YOUR DISTRICT, WE WOULD LIKE TO GET SOME PROFESSIONAL JUDGEMENTS ABOUT HOW MENTOR TEACHERS SHOULD DEAL WITH TEACHERS IN SOME SPECIFIC SITUATIONS, AND HOW, IN YOUR EXPERIENCE, TEACHER CONSULTANTS ACTUALLY DO WORK WITH TEACHERS. WE'VE PREPARED A QUESTIONNAIRE WHICH SHOULD REQUIRE NO MORE THAN TWENTY OR THIRTY MINUTES. I HOPE THAT YOU CAN MAKE THE TIME TO COMPLETE IT AND MAIL IT BACK TO US."

"WE OWE A REPORT TO OUR SPONSOR BY FALL. OUR PLAN IS TO PROVIDE YOUR DISTRICT WITH A COPY OF THAT REPORT."

"THANKS AGAIN."

[I: End Time? 

===============================================

[I: After the interview, please record your impression of the interview.]"
APPENDIX F

MENTOR COORDINATOR INTERVIEW
California Mentor Teacher Study: Mini Study
MENTOR COORDINATOR INTERVIEW
13 November 1984

Interviewer: ________________________________
Date: ______/____/____

Respondent ID [I: obtain from site sample, confirm after.]

___ District Number (0-9)

___ Interview Type (1-5):
   1 District Official
   2 Teacher Association Official
   3 Mentor Coordinator
   4 Mentor
   5 Principal

___ Respondent Number: (0-9)
   Highest Ranking District Official is "1".
   Highest Ranking Teacher Association Official is "1".
   First Mentor Coordinator is "1".
   First Mentor is "1".
   First Principal is "1".

___ Pair Number (0, 1-9)
   If R is mentor, then respondant number of first principal about whom mentor was asked (1-9).
   If R is principal, then respondent number of first mentor about whom principal was asked (1-9).
   If R is other, then "0".

Respondent's address for thank you:
Unit/School ________________________________
Box/Number/Street ________________________________
City, State, ZIP ________________________________

[I: Start time: ___:___]
Introduction: "THE FAR WEST LABORATORY IS STUDYING THE CALIFORNIA MENTOR TEACHER PROGRAM. AT THIS STAGE, WE ARE CONDUCTING INTERVIEWS IN NINE SCHOOL DISTRICTS, AND ARE CONCENTRATING ON WHAT DISTRICTS, SCHOOLS, AND INDIVIDUALS HAVE DONE TO GET STARTED WITH THE MENTOR PROGRAM. AFTER WE GAIN SOME SENSE OF THE RANGE OF DEVELOPMENTS IN DISTRICTS, WE EXPECT TO FOCUS MORE ON THE SPECIFIC ACTIVITIES OF MENTOR TEACHERS AND THEIR RELATIONS WITH OTHER TEACHERS."

"WE HOPE THAT YOU WILL SHARE WITH US YOUR CANDID PERCEPTIONS OF WHAT HAS BEEN HAPPENING IN THIS DISTRICT. HERE IS OUR WRITTEN ASSURANCE THAT WE HOLD IN CONFIDENCE WHAT YOU TELL US AND THAT YOU WILL REMAIN ANONYMOUS."

"MAY I START NOW WITH THE QUESTIONS?"
1. "FIRST, I'D LIKE TO CONFIRM SOME FACTS."

A. "YOUR FORMAL TITLE IS [____________________]?  
B. "HOW MANY YEARS HAVE YOU HELD THIS POSITION?"

C. "DID YOU HAVE A POSITION IN THE DISTRICT BEFORE THIS ONE?  
D. "AND HOW MANY YEARS DID YOU HOLD THAT POSITION?"

E. "HOW MANY YEARS HAVE YOU WORKED IN THIS DISTRICT?"

F. "WHEN DID YOU ASSUME RESPONSIBILITY FOR THE MENTOR PROGRAM?"

G. "AND AT WHAT STAGE OF THE DISTRICT'S IMPLEMENTATION WAS THAT?"

After the interview, mark sex, ethn., code answer from G.}  
R's sex:  
1 Female  
2 Male  
R's apparent race/ethnicity:  
1 American Indian  
2 Asian American  
3 Black American  
4 Hispanic, Spanish-surnamed American  
5 White American  
6 Other  
Code G:  
1 At the "very beginning."  
2 When the district decided to participate  
3 When the district qualified to participate  
4 When the district and association negotiated the CMTP  
5 When the mentor selection committee was set up  
6 When the first mentors were selected  
7 Since then
II. "NOW, I WOULD LIKE TO TALK ABOUT YOUR WORK WITH THE MENTOR PROGRAM."

A. "WHAT ARE YOUR MAIN RESPONSIBILITIES AS A MENTOR COORDINATOR?"

[I: Number responses in order given, see probe.]-----------------------------

[I: probe: "IS IT YOUR JOB TO SUPERVISE OR EVALUATE THE MENTORS?"]

[II: After the Interview, enter one note number by each applicable category, and abstract or quote notes to specify. The MC's main activities are:]

- Paperwork/procedure
- Provide materials
- Work with Principals
- Provide/arrange training
- Evaluate mentors
- Supervise Mentors
- Counsel Mentors
- Other
B. "HAVE YOU HAD ANY FORMAL TRAINING THAT HAS PREPARED YOU TO BE A MENTOR COORDINATOR?" [I: Before or After appointment as MC, # clock hours, topic, and source.]

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>Hrs</th>
<th>Topic, Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. "HAS ANYTHING ELSE IN YOUR RECENT BACKGROUND PREPARED YOU FOR THE MENTOR COORDINATOR POSITION?"

[I: Number responses in order given.]

---

[I: After the Interview, review C. above, enter one response number by each applicable category; specify with abstracts and quotes. MC has been prepared by:]

- MC's position in district
- MC's work experience
- MC's network of acquaintances
- MC's reading
- Other
D. "HOW MUCH OF YOUR TIME CAN YOU DEVOTE TO THE MENTOR PROGRAM?"

1. Full time as coordinator
2. Part time as coordinator: "HAVE YOU HAD TO PUT OTHER DUTIES ASIDE TO WORK ON THE MENTOR PROGRAM?"

   1. No
   2. Yes [I: don't ask what.]

E. "YOUR TIME ASIDE, HAVE YOU OTHER RESOURCES WHICH YOU CAN BRING TO BEAR IN YOUR WORK AS MENTOR COORDINATOR?"

[I: Number responses in order given.]

---

[After the Interview, enter one response number by each applicable category and specify with abstracts and quotes.]

___ R has no substantial resources.
___ R has clout, authority
___ R has connections
___ R has a budget
___ R has knowledge, skills
___ R has other resource
III. "LET'S TALK ABOUT WORKING WITH MENTORS."

A. "IN YOUR WORK AS COORDINATOR, DO YOU SPEND TIME DIRECTLY WITH THE MENTORS AS A GROUP?"

1. No [Skip to page 9.]

2. Yes "WOULD YOU DESCRIBE THOSE MEETINGS FOR ME?"

[I: Number responses in order given, see probe.]-------------------------------------

[I: probe, "ARE MENTORS' MEETINGS REGULAR EVENTS?"]

- Never as a group
- Only once when first selected
- "As needed," but less than once a month
- Less than once a month, but scheduled ahead
- "As needed," but at least once a month
- Regularly scheduled, at least once a month
- Other
B. "WHAT PART DO YOU TAKE IN THOSE MEETINGS?"

[1: Number responses in order given.]

------------------------------------

After the interview, enter one response number in each applicable category; specify with abstracts and quotes from notes. In mentor meetings, the MC:

___ schedules the meetings
___ sets meeting agenda
___ chairs the meetings
___ asks for reports
___ proposes action
___ observes/records
___ other

------------------------------------
C. "DO YOU SPEND TIME DIRECTLY WITH INDIVIDUAL MENTORS?"

1. No [Skip to page 10.]
2. Yes *IS THIS A REGULAR ROUTINE YOU HAVE...WITH ALL MENTORS?*
   [I: note now, code later.]
   1. regular, all mentors
   2. regular, some
   3. irregular, all
   4. irregular, some

D. "HOW IS YOUR TIME WITH INDIVIDUAL MENTORS TYPICALLY SPENT?"

[I: Number responses in order given.]

===============================================================
[I: After the interview, for D., enter one response number in each applicable
category; specify with abstracts and quotes from notes. MC-M individual
meetings are for:]

- Administrative matters, paperwork
- Counseling the mentor
- Informing the mentor
- Advising the mentor about principals
- Advising the mentor about teachers
- Directing the mentor's activities
- Other
E. "HAVE YOU ATTENDED, ARRANGED, OR LED TRAINING FOR THE MENTORS?

1 No [I: skip to page 11.]
2 Yes "PLEASE LIST THEM FOR ME."

[I: check Attended by, Arranged by, Led by MC, and note "name" of training.]

<table>
<thead>
<tr>
<th>Att</th>
<th>Arr</th>
<th>Led</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. [I: if "yes" above, "FROM YOUR POINT OF VIEW, WHAT PARTS OR ASPECTS OF THAT TRAINING ARE MOST HELPFUL TO THE MENTORS IN THEIR WORK?"

[I: Number responses in order given.]

---

[I: After the interview, enter one response number by each applicable category below; specify with abstracts and quotes. The training which was most helpful.]

- Affected M's skill in curriculum
- Affected M's skill in teaching
- Affected M's skill with teachers
- Affected M's acceptance by teachers
- Other effect
6. "HAVE YOU MET OR TALKED WITH ANY BUILDING PRINCIPALS ABOUT THE MENTOR PROGRAM OR ABOUT MENTORS?"

1 No [I: skip to page 12.]
2 Yes "PLEASE DESCRIBE THOSE MEETINGS FOR ME."

[I: Number responses in order given. See probe.]----------------------------------

[I: probe, "IS CONTACT WITH PRINCIPALS A STRATEGY OR A ROUTINE FOR YOU?"]

=====================================================================
[I: After the interview, enter one response number by each applicable category; specify with abstracts and quotes from notes. In regard to principals, the MC:]

______ does nothing
______ provides general program information
______ responds to problems
______ seeks agreements
______ promotes strategies
______ evaluates results
______ other
H. "BY WAY OF SUMMARIZING WORK WITH MENTORS AND PRINCIPALS, HOW WOULD YOU DESCRIBE YOUR STRATEGY FOR IMPLEMENTING THE MENTOR PROGRAM?"

[I: Number responses in order given, note probe.]----------------------------------

[I: probe, "IS YOUR STRATEGY WORKING?"]

[I: After the interview, review the order of responses and the apparent emphasis which R placed in statements. Be R's editor. In one sentence each:]

What is MC's strategy for the mentor program?

What is MC's assessment of progress?
IV. “PLEASE STEP BACK FROM YOUR OWN WORK FOR A MOMENT AND ASSESS THE POSSIBILITIES FOR THE MENTOR PROGRAM IN THE DISTRICT.”

A. “AS YOU CONSIDER WHAT YOU SEE AND HEAR IN THE DISTRICT, WHAT IMPORTANCE WOULD YOU SAY HAS BEEN ATTACHED TO THE MENTOR PROGRAM?

[I: Number responses in order given. See probe.]-------------------

[I: probe, “WHAT IMPORTANCE DO THE SUPERINTENDENT AND THE TEACHERS' ASSOCIATION PLACE ON THE MENTOR PROGRAM?”]

----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[I: After the interview, for A., enter one response number by each applicable category, and specify with abstracts and quotes from the notes. The mentor program is:]

___ unimportant to ____________, because . .

___ to ____________, because . .

___ important to ____________, because . .

___ to ____________, because . .

___ very important to ____________, because . .

___ to ____________, because . .

___ R can't tell, because . .

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
B. "WHAT'S YOUR ESTIMATE: WILL THE MENTOR PROGRAM LAST FOR AS LONG AS SIX YEARS?" [I: listen briefly, then code, make a note, and paraphrase/confirm:]

1 Almost certainly not, because . .

2 Probably not, because . .

3 Maybe, if . .

4 Probably so, because . .

5 Almost certainly not, because . .

6 Can't say, because . .
V. "WHAT QUESTION NOT ASKED WOULD YOU HAVE LIKED TO BE ASKED ABOUT THE MENTOR PROGRAM? WHAT'S YOUR ANSWER TO IT?"

[I: Number responses in order given.]------------------------------------------

----------------------------------------------------------
[I: After the interview, consider response order and apparent emphasis by R, then be R's editor:]

In one sentence, what question did R want to be asked?

In one sentence, how did R answer it?
X. "THANK YOU VERY MUCH FOR YOUR TIME AND FOR YOUR THOUGHTS.

I HAVE ONE MORE FAVOR TO ASK YOU. FROM EACH PERSON WE ARE INTERVIEWING HERE IN YOUR DISTRICT, WE WOULD LIKE TO GET SOME PROFESSIONAL JUDGEMENTS ABOUT HOW MENTORS SHOULD DEAL WITH TEACHERS IN SOME SPECIFIC SITUATIONS, AND HOW, IN YOUR EXPERIENCE, MENTORS ACTUALLY DO WORK WITH TEACHERS. WE'VE PREPARED A QUESTIONNAIRE WHICH SHOULD REQUIRE NO MORE THAN TWENTY OR THIRTY MINUTES. I HOPE THAT YOU CAN MAKE THE TIME TO COMPLETE IT AND MAIL IT BACK TO US."

"WE OWE A REPORT TO OUR SPONSOR IN THE SPRING. OUR PLAN IS TO PROVIDE YOUR DISTRICT A COPY OF THAT REPORT, BY THE END OF THE SCHOOL YEAR, ALONG WITH A BRIEF SUMMARY FOR EACH PERSON WE INTERVIEW HERE. I EXPECT THAT THE REPORT AND A SUMMARY OF IT WILL COME TO YOU. I'D LIKE TO CONFIRM THAT WE HAVE YOUR CORRECT MAILING ADDRESS." [I: write on cover sheet.]

THANKS AGAIN."

[I: End Time? : ]

------------------------------------------

[I: After the interview, please record your impression of the interview.]
APPENDIX G

DISTRICT OFFICIAL/TEACHER ASSOCIATION OFFICIAL INTERVIEW
California Mentor Teacher Study: Mini Study
DISTRICT OFFICIAL/TEACHER ASSOCIATION OFFICIAL INTERVIEW
13 November 1984

Interviewer: ____________________________

Date: ___/___/____

Respondent (R) ID [I: obtain from site sample, confirm after.]

District Number (0-9)

Interview Type (1-5):
1 District Official
2 Teacher Association Official
3 Mentor Coordinator
4 Mentor
5 Principal
6 Teacher (p)
7 Teacher (o)

Respondent Number: (0-9)
Highest Ranking District Official is "1".
Highest Ranking Teacher Association Official is "1".
First Mentor Coordinator is "1".
First Mentor is "1".
First Principal is "1".

Mentor-Principal Pair Number (0, 1-9)
If R is mentor, then respondent number of first, second...
principal about whom mentor was asked (1-9).
If R is principal, then respondent number of first, second...
mentor about whom principal was asked (1-9).
If R is other, then "0".

Mentor-Teacher Pair Number (0, 1-9)
If R is mentor, then respondent number of first, second...
teacher about whom mentor was asked (1-9).
If R is teacher, then respondent number of first, second...
mentor about whom teacher was asked (1-9).
If R is other, then "0".

Respondent's address for thank you:

Unit/School ____________________________

Box/Number/Street __________________________

City, State, ZIP ____________________________

[I: Start time: ___:___]
Introduction: "THE FAR WEST LABORATORY IS STUDYING THE CALIFORNIA MENTOR TEACHER PROGRAM. AT THIS STAGE, WE ARE CONDUCTING INTERVIEWS IN NINE SCHOOL DISTRICTS, AND ARE CONCENTRATING ON WHAT DISTRICTS, SCHOOLS, AND INDIVIDUALS HAVE DONE TO GET STARTED WITH THE MENTOR PROGRAM. AFTER WE GAIN SOME SENSE OF THE RANGE OF DEVELOPMENTS IN DISTRICTS, WE EXPECT TO FOCUS MORE ON THE SPECIFIC ACTIVITIES OF MENTOR TEACHERS AND THEIR RELATIONS WITH OTHER TEACHERS."

"WE HOPE THAT YOU WILL SHARE WITH US YOUR CANDID PERCEPTIONS OF WHAT HAS BEEN HAPPENING IN THIS DISTRICT. HERE IS OUR WRITTEN ASSURANCE THAT WE HOLD IN CONFIDENCE WHAT YOU TELL US AND THAT YOU WILL REMAIN ANONYMOUS."

"MAY I START NOW WITH THE QUESTIONS?"
I. "I'D LIKE TO START BY CONFIRMING A FEW FACTS."

A. "YOUR POSITION HERE IS [ ]?"
   1 school board president
   2 school board member
   3 superintendent
   4 assistant superintendent for curriculum and instruction
   5 assistant superintendent for personnel
   6 assistant superintendent for business/finance
   7 teacher association president
   8 teacher association vice president
   9 Other ________________________________

B. "HOW MANY YEARS HAVE YOU HELD THIS POSITION?"

   __________

C. "DID YOU HAVE A POSITION IN THE [R's organization] BEFORE THIS ONE?"
   1 school board president
   2 school board member
   3 superintendent
   4 assistant superintendent for curriculum and instruction
   5 assistant superintendent for personnel
   6 assistant superintendent for business/finance
   7 teacher association president
   8 teacher association vice president
   9 Other ________________________________

D. [I: only if teacher association] "AND YOU ALSO TEACH?"
   1 No
   2 Yes "WHERE . . . WHAT?" School ________________________________
      1 Elem, grade ________________________________
      2 Middle or Junior, subject ________________________________
      3 Senior High, Department ________________________________
      4 Other ________________________________

   _______ HOW MANY YEARS?" [I. enter years and skip to page 5.]
[I: After the Interview:

R's sex:
1 Female
2 Male

R's apparent race/ethnicity:
1 American Indian
2 Asian American
3 Black American
4 Hispanic, Spanish-surnamed American
5 White American
6 Other
II. "BEFORE NARROWING IN ON THE CALIFORNIA MENTOR TEACHER PROGRAM, I'D LIKE TO
GAIN A BROADER SENSE OF HOW YOU SEE THINGS GOING IN PUBLIC EDUCATION, FROM
WHERE YOU STAND."

A. "AS YOU CONSIDER THIS DISTRICT AND CONSIDER PUBLIC EDUCATION MORE BROADLY,
COULD YOU NAME A FEW OF THE ISSUES WHICH ARE MOST IMPORTANT NOW, OR WHICH ARE
BECOMING MOST IMPORTANT?"

[I: Number responses in order given. See probe.]------------------------

[I: probe, "AND ARE THERE OTHER ISSUES WHICH WILL BE HIGHLY IMPORTANT IN THE
NEAR FUTURE?"]

-------------------------------------------------------------------------------------
[I: After the Interview, enter one response number by each applicable category
below; specify with abstracts and quotes. R says the issue is:]

--- Most Important at the Moment

---

---

--- Becoming Important

---
B. "AS YOU SEE IT, IS THE CALIFORNIA MENTOR TEACHER PROGRAM RELATED TO ANY OF THE ISSUES WHICH YOU MENTIONED?"

[I:  Number responses in order given.]-----------------------------------------------

[1: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Respondent says that the CMTP is:]

____ Crucial to . .
____ and crucial to . .
____ Important to . .
____ and important to . .
____ Relevant to . .
____ and relevant to . .
C. "HAS YOUR THINKING ON PROMINENT-ISSUES IN EDUCATION INFLUENCED YOUR APPROACH TO THE MENTOR PROGRAM IN THIS DISTRICT?"

1 No [I: skip to page 8.]

2 Yes "HOW HAS YOUR APPROACH TO THE MENTOR PROGRAM BEEN INFLUENCED BY THOSE ISSUES?"

[I: Number responses in order given.]-----------------------------

----------------------------------------------------------

[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. In light of issues, R:]

_____ moved to isolate the CMTP: let it operate but with few or no broader or longer term effects or implications.

_____ treated the CMTP tactically, as a temporary problem or convenience in a bigger and longer game.

_____ treated the CMTP strategically: as an important matter both in its own right and in relation to long term considerations.

_____ (If necessary) Other.
III. "NOW I WOULD LIKE TO TURN TO SOME MATTERS WHICH MAY BE MORE SPECIFIC TO THIS DISTRICT."

A. "AS YOU SEE IT, IS THE MENTOR PROGRAM A LARGE OR A SMALL INITIATIVE IN YOUR DISTRICT...AND FOR WHOM?"

[I: Number responses in order given.]------------------------------------------

------------------------------------------
[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. The mentor program is:]

___ unimportant to ____________, because . .
___ and to ____________, because . .
___ important to ____________, because . .
___ and to ____________, because . .
___ very important to ____________, because . .
___ and to ____________, because . .
___ can't tell, because . .
B. "THE MENTOR PROGRAM HAS BEEN AUTHORIZED FOR THREE YEARS, AND AT THIS POINT
HAS BEEN FUNDED FOR THE SECOND YEAR. WHAT IS YOUR ESTIMATE THAT THE
LEGISLATURE WILL CONTINUE THE MENTOR PROGRAM IN ESSENTIALLY THE SAME FORM FOR
AS LONG AS SIX YEARS?"

[I: Number responses in order given.]------------------------------------------

----------------------------------------------------------
C. "HAS YOUR ESTIMATE OF THE LONGEVITY OF THE MENTOR PROGRAM AFFECTED YOUR APPROACH TO IT?"

1 No [I: skip to page 11.]
2 Yes "IN WHAT WAY?"

[I: Number responses in order given.]---------------------------------------------------
D. "HAS THE DISTRICT HAD ARRANGEMENTS SIMILAR TO THE MENTOR PROGRAM, IN WHICH TEACHERS COULD BE SELECTED AND ASSIGNED TO WORK WITH OTHER TEACHERS IN SOME CAPACITY?"

1 No [I: skip to page 13.]

2 Had "COULD YOU SUMMARIZE THOSE ARRANGEMENTS?"

3 Has "COULD YOU SUMMARIZE THOSE ARRANGEMENTS?"

[I: Number responses in order given. See probe.]-----------------------------

[I: probe, "WERE/ARE CHOSEN TEACHERS EXPECTED TO INFLUENCE OTHER TEACHER'S PRACTICES?"]

---------------------------------------------------------------------
[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes.

_____ How were teachers chosen?

_____ Were/Are chosen teachers paid? How much?

_____ Were/Are chosen teachers called by a title?

_____ Did/Do chosen teachers work directly with other teachers?

_____ Were/Are chosen teachers expected to influence other teachers' practices

_____ Other arrangement relevant to R.
E. "HAS THE EXISTENCE OF ARRANGEMENTS SIMILAR TO THE MENTOR PROGRAM INFLUENCED YOUR APPROACH TO THE MENTOR TEACHER PROGRAM?"

1  No  [I: skip to page 13.]

2  Yes  "HOW?"

[I: Number responses in order given.]-----------------------------------------  —

[1: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Because of prior/existing arrangements similar to the CMTP, respondent:]

moved to emphasize and increase the difference between the CMTP and the prior arrangements.

moved to emphasize and increase the similarity between the CMTP and the prior arrangements.

tried to avoid anyone’s making a connection between the two.
IV. "WERE YOU IN A POSITION TO HAVE DIRECT KNOWLEDGE OF THE DISTRICT'S DEALINGS WITH THE TEACHERS' ASSOCIATION ABOUT THE MENTOR TEACHER PROGRAM?"

1 R was a negotiator
2 R supervised negotiators
3 R works closely with negotiators
4 R has no direct knowledge of negotiations

A. "WERE ANY FEATURES OF THE MENTOR TEACHER PROGRAM A SUBJECT OF FORMAL OR INFORMAL NEGOTIATIONS BETWEEN DISTRICT OFFICIALS AND TEACHERS ASSOCIATION OFFICIALS?"

1 No [I: skip to page 14.]
2 Yes "WHICH FEATURES?"

[I: Number responses in order given.]

[After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. What CMT features were negotiated?]

- mentors' work
- mentor-teacher relations
- mentor-principal relations
- stipend conditions, duration
- selection committee membership
- selection criteria, procedure
- other
B. "HOW WOULD YOU DESCRIBE THE DISTRICTS' AND THE TEACHER ASSOCIATION'S DEALINGS WITH EACH OTHER REGARDING THE MENTOR PROGRAM UP TO NOW?"

[I: Number responses in order given.]-----------------------------------------------

[II: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. The district and/or association have treated the mentor program:]

____ as a "lose-lose" game, in which each could only limit losses.

____ (*)

____ as a "win-lose" game, where each gains only at the other's expense.

____ (*)

____ as a "win-win" game, in which both could gain something.

____ (*)

____ in none of these ways.
C. "HOW WERE THE MENTORS SELECTED IN THIS DISTRICT, AND HOW HAS THAT AFFECTED THE DEVELOPMENT OF THE MENTOR PROGRAM HERE?"

[1: Number responses in order given.]

[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. In R's view, mentor selection has:

- Affected the mentor program favorably, in that . .
- (*)
- Not affected the mentor program . .
- Affected the mentor program unfavorably, in that . .
- (*)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
V. "BEYOND A FEW CENTRAL PROVISIONS, THE LEGISLATURE LEFT A LOT OF LOCAL LATITUDE IN THE MENTOR TEACHER PROGRAM..."

A. "DID THE [district central office, teacher's association] SHAPE THIS DISTRICT'S VERSION OF THE MENTOR PROGRAM IN SOME PARTICULAR WAY? IF SO, IN WHAT WAY?"

[I: Number responses in order given.]---------------------------------------------

[I: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. Respondent says that his organization:]

___ did shape the local mentor program ...

___ (*)

___ did not shape the mentor program

___ (*)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
B. "LOOKING AHEAD OVER THE NEXT YEAR OR SO, WHAT PART DO YOU EXPECT OR INTEND THAT YOUR ORGANIZATION, THE [district office, teacher association], WILL PLAY IN REGARD TO THE MENTOR PROGRAM?"

[1: Number responses in order given.]---------------------------------------------

[1: After the Interview, enter one response number by each applicable category below; specify with abstracts and quotes. A expects that his organization:]  

___ will monitor, see how things go. 

___ (*) 

___ will push to implement the mentor program as presently designed. 

___ (*) 

___ will push to modify the mentor program.
VI. "What question not asked would you like to have been asked. . .What's your answer to it?"

[I: Number responses in order given.]

[1: After the interview, review both the order or responses and the emphasis which R placed in responses. Be R's editor. In one sentence each:]

What question did R want to be asked?

What was R's answer to it?
VII. "THANK YOU VERY MUCH FOR YOUR TIME AND FOR YOUR THOUGHTS.

I HAVE ONE MORE FAVOR TO ASK YOU. FROM EACH PERSON WE ARE INTERVIEWING HERE IN YOUR DISTRICT, WE WOULD LIKE TO GET SOME PROFESSIONAL JUDGEMENTS ABOUT HOW MENTORS SHOULD DEAL WITH TEACHERS IN SOME SPECIFIC SITUATIONS, AND HOW, IN YOUR EXPERIENCE, MENTORS ACTUALLY DO WORK WITH TEACHERS. WE'VE PREPARED A QUESTIONNAIRE WHICH SHOULD REQUIRE NO MORE THAN TWENTY OR THIRTY MINUTES. I HOPE THAT YOU CAN MAKE THE TIME TO COMPLETE IT AND MAIL IT BACK TO US.

"WE OWE A REPORT TO OUR SPONSOR IN THE SPRING. OUR PLAN IS TO PROVIDE YOUR DISTRICT A COPY OF THAT REPORT, BY THE END OF THE SCHOOL YEAR, ALONG WITH A BRIEF SUMMARY FOR EACH PERSON WE INTERVIEW HERE. THAT INCLUDES YOU; COULD I HAVE THE MAILING ADDRESS WE SHOULD SEND IT TO? [I: write on cover sheet.]

THANKS AGAIN."

[I: End Time? ____________
[---]
[I: After the interview, please record your impression of the interview.]
APPENDIX H

CONFIDENTIALITY FORM
May 15, 1985

Dear Mentor Program Interviewee:

This is written assurance that you are guaranteed protection of personal and school anonymity in both your interview responses and in your filling out the survey form.

All data will be reported in a manner so that your personal and school confidentiality will be protected in all reporting procedures.

Schools will be analyzed by groups; or if singled out, the school name will be disguised. Also, any quotations used will be presented anonymously.

In consideration for your assistance in this study, a 2 - 3 page synopsis of findings will be sent to you. This will be mailed to the address you indicate below.

Please return one copy of this form and keep the other copy for your records.

__________________________
Interviewee

__________________________
Interviewer

Address to mail the synopsis:

Name: ______________________

Address: ____________________

Zip: ________________________
My name is Rita King and I am assisting in conducting a statewide study of the Mentor Teacher Program. This is an invitation for you to participate in the ______________________ Schools aspect of the study.

The purpose is to review the first year of the Mentor Teacher Program to determine its direction and impact. We would appreciate it if you would provide information about the program from your vantage point as a teacher to assess if and in what ways the program has benefitted you.

Would you please do the following:

1. Read the directions and fill out the survey responding to both sets of questions on pages 4 - 7. The first set asks about your approval of types of mentor activities. The second set asks if the activity in question is happening in your school, as far as you know.

   On pages 8 and 9, the object is to place ten points (which are called "chips") on items that seem important to you. Use all ten chips.

2. If you have a desire to discuss the Mentor Teacher Program with me beyond this survey, please send me your name, school, and telephone number at school. I will contact you and plan a time that is convenient to interview you.

I want to assure you that this study has the approval of Schools. Director of the Mentor Teacher Program, has worked closely with this effort in all its phases.

Thank you sincerely for your help. Please return the survey in the stamped envelope that has been provided as soon as you are able.

Sincerely,

Rita M. King  
Team Leader  
Research on Mentors  
encl.