Mentoring and Partnerships: Research and Practice

Alan J. Reiman, Sandra DeAngelis Peace, Doris Terry Williams, and Deborah Andrews

This issue of Connections is regional and national in scope. It features an interview with Doris Terry Williams, assistant dean of the School of Education at North Carolina Central University; a synopsis of a recent article on moral and ethical development in the professions; and abstracts of studies on mentoring and school-university partnerships. The studies examine important issues in professional development, mentoring and coaching, and professional development schools (PDSs).

We are pleased to announce three significant changes in our extended network that are sure to have many positive outcomes for children, parents, teachers, counselors, and university staff. First, Sandra DeAngelis Peace has joined the Model Clinical Teaching Program at N.C. State University as an associate director. In her new role, Sandy oversees production of the network newsletters and serves as the program’s liaison to mentors and mentor educators in school systems. She also is involved in research on professional development.

Second, Deborah Andrews has joined the N.C. State faculty as director of teacher education. In this role Debbie will be very involved in Triangle East Partners in Education. She brings 23 years of experience as a teacher to the university, including 10 years as a school-based teacher educator for Durham Public Schools. In the latter capacity, she worked with Duke University’s Master of Arts program.

Third, Doris Terry Williams has assumed the role of assistant dean of the School of Education and director of University-School Partnerships and Teacher Education at North Carolina Central University (NCCU). Doris is one of the chief architects of NCCU’s School-University Partnership, and she has been instrumental in embedding the developmental mentor curriculum in NCCU’s graduate offerings. She has been an important collaborator with our programs. This issue’s interview with her (see page 2) highlights some of her thoughts on collaboration.

These people and the programs they support link three partnerships: N.C. State’s Model Clinical Teaching Program, N.C. State’s Triangle East Partners in Education, and NCCU’s School-University Partnership. Unifying their work is a commitment to improve preservice education, induction, and continuing professional development through high-quality curriculum and instruction that support coaching of and analysis/reflection by novice or experienced educators assuming complex new roles. Additionally, these networks have embraced the importance of the educator as a developing adult learner. Typically, collaboration across professional and institutional boundaries is difficult. Thus we are pleased to see our cross-institutional school-university partnership grow.
This extensive collaborative network has evolved through a series of steps dating back to the mid-1980s. The Model Clinical Teaching Program grew from the efforts of Lois Thies-Sprinthall and Norman Sprinthall of N.C. State University, along with school system partners, to prepare school-based educators and clinical teachers. The program has been expanded through Alan Reiman’s research, refinement of the developmental instruction curriculum, and new collegial relationships. Our theme for the 1999–2000 network meetings, “From Origins to Vision,” acknowledges the history of the Model Clinical Teaching Program and school-university partnerships and also highlights current programs derived from the original developmental framework integrating theory, educational research, and models of practice.

Interview

with Doris Terry Williams
Sandra DeAngelis Peace

Doris Terry Williams is assistant dean of the School of Education and director of University-School Partnerships and Teacher Education at North Carolina Central University.

Would you please highlight aspects of your professional background?

I have a BA in English from Duke University and a master's degree and a doctorate in adult and community college education from N.C. State University. My work in education ranges from establishing preschool programs to administering auxiliary programs for the health professions. Before I assumed my new position as assistant dean of the School of Education and director of University-School Partnerships and Teacher Education, I was director of NCCU’s Teacher Education Partnership program and director of the Office of School Services. I have served as a school board member for Warren County Public Schools since 1988.

When you think about NCCU’s partnership with N.C. State’s Model Clinical Teaching Program, what stands out as most significant?

Every aspect is significant, on different levels. At the institutional level, it is the partnership’s work around a common goal. The genuine collaborative spirit between two universities is unique. N.C. State’s reaching out with a focus on our work drives the partnership, as opposed to partnerships that have more selfish motives. It reminds me of public schools that are student centered.

The interdisciplinary focus is also very valuable and unique. The network encompasses different groups from several professional disciplines working together for, and speaking a common language derived from, the learning-development framework [see page 4].

How has the collaboration related to your teacher education program and advanced its aims?

We would not be as far along with our professional development schools (PDSs) and network programs without the collaboration. Alan’s generosity in sharing his expertise and the developmental supervision curriculum has enabled us to implement key components of our PDS model, which includes trained supervisors conducting clinical supervision with our student teachers, along with our university supervisors. Some of those clinical teachers are also facilitating student teacher seminars at their schools and co-teaching methods courses at the university. This is truly bridging theory and practice.

The developmental supervision courses have now been institutionalized and integrated into our Master’s of Advanced Competencies Program. These are core courses in what is intended to be a Teachers as Leaders track.
Our trained faculty, clinical teachers, and future teachers prepared as mentors and clinical supervisors are a direct response to one of the accountability measures addressing support for new teachers in the State and National Report Cards on Schools of Education.

**What other benefits of the collaboration have you observed?**

The growth of the teachers who completed the course work with Alan and are in significant new roles is evident. They have found a way to become school leaders and remain in teaching at the same time. They see themselves differently, and much more as an important instrument in affecting student achievement.

We are nurturing their leadership skills by including them in faculty search committees, and we plan to extend to them membership on our Teacher Education Council.

In summary, what is most important is the MCTP Network’s willingness to share a model of teacher development that is on the cutting edge of education reform and that supports others’ implementation of the model.

**What do you envision as next steps for the partnerships?**

My hope is that all school systems, including rural ones far from our universities, will see how the work of the network can support what they do every day and help address some of their challenges, particularly those related to recruiting and retaining new teachers. I hope the network partners can build on each other’s strengths, continue to grow, and not depend on individual personalities. Then we can share resources, seek greater participation, and see even expanded benefits for schools and universities alike.

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### Moral and Ethical Development in the Professions

**Alan J. Reiman**

As some readers of this newsletter are aware, the mentor education curriculum for teachers and counselors was designed to disseminate new knowledge about mentoring, to coach teachers and counselors in specific mentoring skills that they can use across their professional careers, and to promote intellectual and moral development. Results of research on educational programming across these three domains of professional knowledge can be found in a number of articles, chapters, and books.

Our attempt to triangulate these focuses is quite unique for professional staff development. In light of this mission, readers might be interested in recent developments at the Carnegie Foundation. Thus we share an abstract from “Lessons in Character,” by P. Hutchings, which appeared in the May 1999 issue of *Carnegie Chronicle* (pp. 9–10).

Recently, Ann Colby and Tom Ehrlich were invited to serve as Senior Scholars at the Carnegie Academy. Their research suggests that the development of moral and civic character is not on the radar screens of most colleges and universities, even though it is part of most campuses’ mission statements. As well, their findings suggest that the professional preparation programs residing within higher education give only limited attention and lip service to the development of moral and ethical character in future professionals.

Colby, a protégé of the late Lawrence Kohlberg (who was a pioneer in research on moral development), and Ehrlich, a professor at Stanford’s Law School and a former president of Indiana University, write, “We believe that intellectual learning is inadequate unless it is pervaded with moral and civic learning.” Colby suggests that even faculty who feel awkward describing their role as having
anything to do with moral development, know that it does.

After a year with Colby and Ehrlich in residence, Lee Shulman and his colleagues at Carnegie now see how the outcomes of education are best understood as issues of character, values, and commitment. In fact, Shulman now talks about the connecting theme of “professional integrity.” He adds, “But what I mean by integrity isn’t the commonplace notion of honesty and reliability. I mean integrity as a pun on integration—that the job of the professional is to integrate the intellectual, practical, and moral imperatives that always interact around a significant issue, problem, or challenge.” Colby and Ehrlich acknowledge that much work remains to be done in the field of moral and ethical development. They note that, at the leading edge of work in this area, adherents are beginning to assess systematic efforts to promote moral and ethical development.

Shulman observed not long ago that moral development was a fascinating topic that was “kinda out there in left field,” not part of the infield. However, in a recent meeting with his associates, he exclaimed, “I want the organizing construct for our work on professions (including our work on teaching) to be the notion of professional integrity.” On that day he brought the work of Colby, Ehrlich, and others working in the area of moral development out of left field and onto the pitcher’s mound.

Abstracts of Current Research

Julie Burke, Graduate Student

This section presents abstracts of selected studies. As we reflected on our 1999–2000 theme, “From Origins to Vision,” we thought it timely to highlight the learning-development framework (see below) undergirding our work. At the end of each abstract, we point out how the study connects to the framework components. Look for expanded presentations of these studies in upcoming Clinical Fact Sheets and on our Web pages (see back page).

Professional Development Schools


The authors investigated the impact of school-based teacher education partnerships on the professional development of mentor teachers. The programs studied involve a full academic year of preparation in two elementary schools, where student teachers teach and attend methods classes. During monthly meetings, mentors share ideas, curricular growth, and philosophies, and university site-based faculty collaborate with mentors to design and implement continuing professional development opportunities. A survey asked mentors to describe how the partnership in which they participated affected their professional development.

Learning-Development Framework

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<th>Conditions for Learning New Skills</th>
<th>Conditions for Development</th>
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<td>Theory/rationale</td>
<td>Significant new experience</td>
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<td>Demonstration</td>
<td>Guided reflection</td>
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<td>Practice with feedback</td>
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<td>Adaptation and generalization</td>
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classroom environment, educational philosophy, and professional growth, and students' social, academic, and emotional growth. The results suggest a definite relationship between identified benefits and the very clear structure of the school-based partnerships. Increased self-reflection resulting from structured activities was cited as one of the most important benefits to mentors.

**FRAMEWORK CONNECTION** This study focused on creating a significant new role for the mentors and providing regular opportunities for reflection, which encouraged and assisted teachers in developing their professional voices.


This study was an effort to develop an empirical basis for the theory that professional development school (PDS) experience increases long-term change in future teachers' knowledge of and attitudes toward diversity. The study compared students in a PDS preservice program with students in a campus-based program to see if there was a significant difference in their knowledge of and attitudes toward multicultural education, and their confidence about teaching in a multicultural setting. The campus program consisted of course work on theory and practice, and limited field experience. The PDS program involved extensive school-based field experience and limited campus-based course work. There were daily opportunities to communicate with parents, to work with small groups of students, to plan and implement instructional strategies, and to receive feedback from peers and professional staff. Pre- and post-testing were conducted using Sparks and Wayman’s Survey on Multicultural Education and Gibson and Dembo’s Revised Teacher Efficacy Scale. Significant differences in gains for the experimental group suggested that the PDS provided the experiences necessary to maintain knowledge about diverse cultures and to build positive attitudes for successful teaching in schools with diverse populations.

**FRAMEWORK CONNECTION** Experiences in a multicultural setting presented a challenging new role for the teacher education students, while regular interaction with professional staff provided opportunities for reflection and support. Linking knowledge from course work to practice and application is a step in coaching and learning skills.


The author examined the impact of collaborative, inquiry-oriented approaches to professional development on teaching and learning in a rural, southern New England elementary school. The interventions studied were implemented in three phases over 18 months. Teachers determined the school improvement needs, constructed the knowledge needed to improve teaching and learning, and worked in self-selected teams to implement and assess school improvement strategies. Research was conducted as an action-research case study using quantitative, qualitative, and longitudinal data. The Reflective Judgment Inventory was used to measure outcomes. Two out of three of the teacher teams exhibited statistically significant improvement in their ability to reason based on the inventory. Surveys, teachers' journals, interviews, and discussions were used to determine the impact of their work, teacher development, and school improvement. The author concluded that collaborative critical inquiry is an integral component of teachers’ professional growth and development. It also positively influences student learning.
FRAMEWORK CONNECTION  This study provided teachers with a new leadership role that required ongoing assessment of their teaching along with opportunities to analyze and reflect on the effectiveness of their school improvement strategies.


The purpose of this quasi-experimental research was to examine a new approach to information delivery and communication in teacher education courses. The approach integrated advanced technologies using the Internet, listserv, E-mail, NetForum, and electronic forms, and it employed clinical analysis/reflection and structured self-evaluation in a differentiated environment to promote individual development in both cognition and ethics. A cluster sample of 68 preservice teachers enrolled in Introduction to Teaching the Humanities and Social Sciences, in spring 1999 at N.C. State University. Both the pretest and the posttest were conducted using Rest’s Defining Issues Test to evaluate moral growth in students and Martin’s Computing Concerns Questionnaire to evaluate students’ concerns about computing. The qualitative conclusion reached by the researcher suggests that students improved in both the quantity and the quality of their reflective work. The quantitative data showed a trend of decrease in students’ concerns about computing, through technology-assisted reflection. Despite its statistically insignificant result, the study indicated that moral development reasoning was consistent with national norms for undergraduate students.

FRAMEWORK CONNECTION  Using a differentiated process for guiding responses to reflection and self-evaluation was a focus of this study.


The article describes the reflections of 55 student teachers as they compared and explained their teaching responses before and after a semester-long student-teaching experience. Pre- and post-testing were conducted using two Likert scales: a Managing Students Scale and a Teacher Efficacy Scale. Student teachers also were asked to depict a concept map (a graphic organizer) entitled “How Good Teachers Help Students Learn.” Most posttests exhibited increased awareness of classroom life; a small group revealed little change. The researchers observed evolution in student teachers’ connection making and in their ways of clarifying their language in relation to helping students learn. The changes generally fit into three themes: method centered, class-environment centered, and management and authority centered. This study supplies preliminary evidence for teacher education methods that include student teachers’ own emerging pedagogy as part of the curriculum and their professional growth.

FRAMEWORK CONNECTION  Extracting meaning through reflection was a centerpiece of this study.


This article addresses the lack of theory and directing constructs for reflective practice in teacher education. It reviews selected tenets of Vygotsky and Piaget and relates them to a developmental action/reflection framework for the adult learner. It also presents a taxonomy for differentiating reflection according to the needs of the adult learner. The taxonomy describes categories of responses to guide written reflections and provides an
intentional method for encouraging development of complex internal thinking in the learner. The article then quantitatively synthesizes social role-taking intervention studies framed by the systematic-guided-reflection method. These studies were based on the assumption that teaching is a complex moral profession and that professional development programs that might promote ethical sensitivity and greater tolerance for ambiguity should be designed and tested. Moral judgment, conceptual complexity, and new skill acquisition were measured as dependent variables. Findings from the studies indicated gains in cognitive-structural growth across conceptual, moral, and ego domains. Implications for cognitive-developmental theory, the moral dimensions of schooling and teacher education, and emerging constructs of reflective practice are discussed.

*FRAMEWORK CONNECTION* This article synthesized studies that met all the developmental conditions and employed a systematic framework for guiding reflection. Results demonstrated the outcome of promoting moral and conceptual development. The featured method of differentiating responses to reflection as a tool in learning will be particularly useful for mentor educators.

**Mentoring Relationships**

Lee, G. (1999). The study of protégés’ perceptions of mentoring relationships in secondary schools and the implications of their findings for future mentorship projects. *Dissertation Abstracts International, 60*(02A), 393. (University Microfilms No. AA19917786)

This study used surveys and interviews to answer questions about what protégés and their mentors internalized from their relationships. Questions were grouped according to four dimensions: (1) relationship, (2) professional, (3) personal esteem, and (4) skill. Overall, mentors and protégés perceived the relationship as having a significant positive influence on professional and personal growth, with the professional dimension receiving the more positive responses. Both groups thought the program strengthened instructional competencies and helped build collegial collaboration among colleagues. The most commonly reported benefit was the availability of someone to offer support and encouragement.

*FRAMEWORK CONNECTION* This study highlighted the effect of providing supportive conditions.

**Peer Coaching**


The author observed preservice teachers’ pedagogical reasoning in a peer-coaching program for foreign- and second-language teachers. A sample of 12 student teachers participated in a 10-week practicum in clarity skills training (training to enhance their presentation of grammatical topics, their organization of communicative activities, and their classroom management techniques), and 6 of them also received a peer-coaching component. Teaching videotapes, weekly journals, questionnaires, pre- and post-practicum observations, conference transcripts, and focus-group interviews were analyzed. Data were collected on student teachers’ perspectives on supervision, second-language teaching, and clarity skills. There was strong evidence of the value of peer coaching as a vehicle for skills acquisition and teacher reflection. The peer-coached teachers used the skills to a greater extent, exhibited more in-depth discussions of their use of the skills, and showed more pedagogical reasoning than the non-peer-coached teachers did.

Defined roles emerged for members of the supervising triad (cooperating teacher, university supervisor, and peer coach). The cooperating teacher was pivotal for stu-
dent teachers’ interaction with students, classroom management, and adaptation of curriculum to student needs. The university supervisor provided consistent relevant feedback addressing teachers’ teaching concerns. The peer coach fulfilled the functions of peer coaching in all situations in which teachers needed assistance with teaching concerns. The study suggests that the role of peer coach be arranged according to the specific needs of the teacher.

FRAMEWORK CONNECTION This study applied steps of the coaching process, including demonstration, skill practice, observation, and pre- and post-training conferences. Providing support to address teachers’ concerns also was a focus.


The purpose of this research was to determine the effects of a professional development training program on the equitable teaching practices of beginning teachers. The study employed a quasi-experimental research design. Developmental domains of ethical reasoning and self-efficacy were used to indicate psychological growth. Developmental gains were measured by Rest’s Defining Issues Test and Gibson and Dembo’s Teacher Efficacy Scale. Pre- and post-training teaching videotapes were used to assess the gains in equitable instruction. The conditions for growth and peer coaching were major components of the intervention.

There were no significant gains by the experimental group in either ethical reasoning or self-efficacy. However, post-hoc analysis revealed that more comparison-group participants than experimental-group participants showed decreases in self-efficacy levels. Analysis of the pre- and post-training teaching videotapes indicated an overall 42 percent gain in equitable instruction for the experimental group.

The experiences of peer coaching offered the experimental-group participants opportunities to collaborate on individual teaching practices in a nonthreatening atmosphere. This research suggests that structured opportunities for peer collaboration should be provided to beginning teachers during the induction years.

FRAMEWORK CONNECTION This study applied the five conditions for promoting growth, along with a peer-coaching model. Also, teachers took two roles: beginning teacher and peer coach.

Henschel, C. J. (1999). The effects of reflective practice on in-class decisions during planning for novices. Dissertation Abstracts International, 60(01A), 100. (University Microfilms No. AA19917481)

The literature indicates a lack of training among novice teachers in the requisite skill of mental planning for in-class decision making. This study provided novice teachers with experience in reflective peer coaching, which is a deliberate attempt to build an internal knowledge structure in a low-risk environment. Three groups of students in teacher education programs participated. One group was provided with reflective peer-coaching experience. The second group was provided with materials about planning and in-class decision making. The third group was the control, receiving no treatment. Each group was audiotaped while planning a lesson out loud. Audiotapes were coded to determine the amount of reflective thinking present. Significantly more reflective thinking was present in the group that received peer coaching than in the other two groups. The implication is that reflective practice could mediate between theory and practice in teacher planning.

FRAMEWORK CONNECTION This study exemplifies the use of coaching and reflection, and supports their value.

A peer-coaching program for 22 elementary school teachers in Georgia was implemented in two parts: (1) learning the peer-coaching process and (2) participating in four peer-coaching cycles. Conditions for promoting cognitive-developmental growth were applied to the program. Developmental supervision techniques and Hunt’s Matching Model were incorporated into the program as well. A two-phase process to evaluate program effectiveness included (1) a description of the effects on the peer-coaching volunteers and (2) a comparison of 14 of the volunteers with 14 other teachers in the school who did not participate. Hunt’s Paragraph Completion Method and the Reflective Teaching Index were used to assess conceptual level. Interviews were used to assess levels of collegiality among peers. A portion of the Supervisory Practices for Promoting Instructional Improvement questionnaire was used to measure teachers’ perceptions of instructional supervisory support. Results showed significant gains in peer coaches’ scores on Hunt’s measure. Teachers had more interactions with other teachers, and their perceptions of instructional support were high throughout the program. In the questionnaire the majority of the teachers responded that the experience of peer coaching would change their teaching.

**FRAMEWORK CONNECTION** All five of the conditions for promoting cognitive-developmental growth were applied in this study. Additionally, instructional strategies for teaching peer coaching followed the model for skill acquisition.

**News and Notes**

**Fall 1999 Network Meeting**

The Fall 1999 network meeting will take place November 3 at N.C. State University’s University Club. The theme is “From Origins to Vision.” Based on input from the partnership advisory council, the program is as follows:

*Overview and History of the Model Clinical Teaching Program and School-University Partnerships*
Lois Thies-Sprinthall and Norman Sprinthall

*Overview of Current School-University Partnerships*
Joanne Hines Duncan and Doris Terry Williams

**Small Group Presentations**

- **Advanced Learning Opportunities for Teachers (ALOFT) Program: Planning, Implementation, and Lessons Learned**
  Shayne Goodrum, Durham Public Schools

- **Mapping a Route to Career Development of Teachers and Counselors**
  Judy Lassiter, Melanie Smith, and Georgannne Griffin, Wake County Public Schools

- **NCSU & NCCU School-University Partnership Programs**
  Deborah Andrews, Julie Dwyer, Doris Terry Williams, Sharon Spencer, and Audrey Boykin

- **School-Based Teacher and Counselor Educators**
  Alan J. Reiman and Sandra DeAngelis Peace

*Planning for Spring 2000 Meeting*
INSTRUCTIONAL SUPERVISION/MENTORING COURSE AT N.C. STATE UNIVERSITY

N.C. State University will offer the Instructional Supervision/Mentoring course (ECI 705) again during the spring 2000 semester. Alan Reiman and Sandy DeAngelis Peace will co-teach it, allowing for a larger class. This is an opportunity to identify promising school-based educators. Registration materials may be obtained at the November 3 network meeting (see story, this page) or by calling Lois Crowe at 515-1773.