Growth and Challenge in School-University Partnerships

Alan J. Reiman

Since the inception of the Model Clinical Teaching Program at N.C. State University in 1988, there has been an extraordinary surge of interest in the preparation and support of student teachers, beginning teachers, counselors. Through the yearlong model for training mentors, the program has linked school systems interested in supporting prospective and novice professionals while promoting new learning and professional development of experienced educators.

This issue exemplifies the Model Clinical Teaching Program’s evolution. The program has joined with N.C. State’s Triangle East Partners in Education, directed by Carol Maidon (N.C. State’sDirector of Teacher Education), and North Carolina Central University’s School Partnership, directed by Doris Williams. Unifying this network is the common purpose to support prospective and novice professionals while revitalizing professional development through coaching, developmental responsive interactions, ongoing guided reflection. As well, the partners embrace new kinds of interprofessional and interinstitutional collaboration that lead to shifts in classroom and school effectiveness. The effort heightens experimentation and enthusiasm for learning new teaching strategies and promotes effective communication.

Updates from Network Partners

N.C. State Model Clinical Teaching Program

Alan J. Reiman

As stated in the introduction, N.C. State’s Model Clinical Teaching Program (MCTP) has been networking school systems interested in supporting prospective and novice professionals while promoting new learning and professional development of experienced educators through the yearlong training model. That model emphasizes peer coaching, effective communication, understanding the learner, development of an instructional strategy, adult development, intensive analysis, and a reflective practice that is unique nationally because it focuses on new learning and development in both students and adults.

More recently MCTP has begun a rigorous research program on self-directed professional development models for teachers that include taking responsibility for their own learning and engaging in guided reflection. Recent research has suggested that just and caring teaching or counseling can be promoted through our work.
analysis and reflection. In fact, written guided analysis and reflection play a decisive role in the formation of more caring and complex reasoning because they permit deeper critical analysis and understanding. A current challenge for educators is creation and tests that employ more intensive approaches to critical problem reflection according to the learning and developmental needs of as they engage in significant new roles. Such research and develop help educators understand better the dynamics of promoting development and the reasons that some professionals rely mainly on routinized practice.

We encourage readers to look carefully at the numbers of mentor educators supported within network school systems (see Table 1). The numbers are indeed amazing when one considers that school-based mentors have participated in two years of preparation for their role and mentors have received one year of intensive staff development that includes coaching. With a little imagination, one can appreciate the time and long-term nature of the program.

Among the additional initiatives being undertaken during the 1999 period are the following:

- A study of “good” rural teachers and their reasons for staying in the profession
- A study of how telecommunications may promote new learning and development in preservice teachers
- A study of how peer coaching on equity in instruction may promote learning, self-efficacy, and ethical development in beginning teachers
- A study of how varied professional preparation programs at N.C. support students during the transitional phase of their preparation
- Research on a Web-based course for special educators
- Support for North Carolina Central University’s clinical-development approach to preparing clinical educators and lead school-based educators
- Communication with Triangle East Partners in Education through an existing Council
- Revision of the reflective practicum for mentor educators and teacher educators
- A search for a new associate director for MCTP
- Development and study of a new parent-conferencing curriculum to better prepare preservice teachers for their first parent conf...
school sites, central office administrators, N.C. State administration, the coordinator and the assistant coordinator of TEPIE). The assistant coordinator of TEPIE, Julie Dwyer, is a mentor and a social studies teacher at the first partner site. On a two-year leave of absence from Cary High School as an Educator-in-Residence at N.C. State. In this capacity, she assists with the coordination of TEPIE, aids in the overall coordination of TEPIE activities, and serves as a mentor to her peers. In spring 1998, teachers, administrators, and superintendents from all the partner school systems participated in a retreat with faculty and members of the North Carolina Association of Colleges of Teacher Education (NCATE). Featured speakers will be William Sanders and Lee Teitel. For more information, visit the conference Web site, www2.ncsu.edu/ncsu/cep/partners.

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• Developing a more formalized weekly seminar between cooperating teachers and student teachers. Lesson plans, teaching behaviors, and reflections are important aspects of the seminars, which are co-led by cooperating teachers and university faculty.

• Assisting student teachers in developing more effective listening skills in the Department of Counseling have supported this project.

• Encouraging classroom teachers to assist in a university-based effort integrating science into elementary-school classroom instruction. Sharon Spencer coordinates this effort.

• Planning for initiation of the clinical-developmental mentor course at NCCU in fall 1999. It is hoped that this course will provide the opportunity to prepare large cadres of school-based teacher educators. The course includes careful analysis and coaching. Sharon Spencer and She have coordinated this planning.

• Planning for selected teachers from partner schools to participate in the Cooperating Teacher Institute that is co-organized by N.C. University and Wake County Public Schools.

Congratulations to the following counselors for successfully completing two courses of the Counselor Mentor and Supervision Education Program that ended in December 1999: Gloria Burton, Elizabeth Clanton, Marion Evelyn Fuller, Etta Leathers, Theresa Wahome, and Karen Wortman from Durham Public Schools; and Mary Catherine Harris from Warren County. Congratulations also to Nancy Oliver, school psychologist, Lee County, sponsored by North Carolina Central University’s School of Education in cooperation with Durham and Lee County school systems, the program was supported by Durham’s Staff Development Center. Sandy Peace co-taught the course with Marrius Pettiford, counselor at Southern High School.

Congratulations also are in order for Marrius, who received the North Carolina High School Counselor of the Year Award. This is a well-deserved honor for Marrius, who is not only the lead counselor at Southern High School but also a full-time instructor in the Counselor Education Program at N.C. State.

School Reports
Edenton-Chowan Public Schools
Linda Perry

Edenton-Chowan Public Schools successfully completed its third long-term mentor training program and now boasts a cadre of 22 clinical teacher mentor educators. The required practicum offered the participants an opportunity for comprehensive support through reflection, self-assessment, and peer assessment. Working for the first time with their assigned novice teacher, they honed their skills as they assessed those skills against a set of collaboratively agreed on standards for effective mentoring. Those who successfully completed the 60 hours (seminar and practicum) of development included Kathy Busby, Catherine Jackson, Lynn Partin, Rinehart, and Robin Small of D. F. Walker Elementary School; Debra Chowan Middle School; and Shirley Powell of John A. Holmes High School.

Instructors for this hard-working group were Ruth Bass, math teacher; John A. Holmes High School; and Patricia Timberlake, fifth-grade teacher, of D. F. Walker Elementary School. They were serving as presenters for the fourth year. Joy Denton, a sixth-grade teacher with expertise in learning styles, took on the role of teacher educator. The three-person team of mentor educators elevates the entire experience of peer coaching to a new height.
Edenton-Chowan Public Schools continues as an active member of the collaborative to Support New Professionals. Our Teacher Talk Group consists of Casey Bunch and Amanda Morgan, both from Chowan Middle School, meeting monthly with all new teachers. The peer-support sessions provide an opportunity for teachers to share ideas and concerns and to bond as professionals. The sessions are structured around teacher-generated topics, and attendance at sessions has been outstanding. Master teachers and superintendents have been invited to sessions to address such issues as performance-based assessment, working with exceptional students, and effective classroom management. Time for reflection is built into each Teacher Talk Group meeting.

During the 1997-98 school year, Edenton-Chowan helped pilot the Performance-Based Licensure Program, with three teachers participating in developing a product. All three successfully completed the program, which included Stephanie Flatt, social studies teacher at John A. Holmes Middle School; Pam Leary, fifth-grade teacher at D. F. Walker Elementary School (White Oak Elementary School); and Jane Mabry, teacher of exceptional children at Chowan Middle School. We are excited to have this in-house product now available to our 1998-99 first-year teachers, who will be required to submit a product in the next school term.

Mentor Support Group meetings, held bimonthly, provide mentors with an opportunity to upgrade their skills, share ideas, and brainstorm about expressed concerns. The system has mentors trained under the North Carolina Long-Term Mentor Training, the N.C. State Long-Term Mentor Training, and the North Carolina Teacher Academy Training. We plan also to have trained mentors who can serve as presenters of the new state model. Our goals are to combine the best features of each model and create a training system that most effectively meets our needs.

As Edenton-Chowan Public Schools lays out the school calendar for the 2000, we are planning for induction needs. We recognize that to retain personnel, we must continue to explore the best ways to provide a process from preservice education through recruitment, induction, performance-based licensure, professional development, and lifelong learning, to full certification, with all of its rewards. We have come to realize that as important as the destination.

Elizabeth City–Pasquotank Public Schools
Joyce B. Harris

Elizabeth City-Pasquotank Public Schools continues to prepare its mentoring using the N.C. State model. The program reflects the Education School Act as well as the ongoing need for teacher educators. Teachers completed the practicum in fall 1998. With a strong need for more clinical teachers, a new class began in October and will complete in the spring. The benefits of reflection are rewarding to our professionals as well as their mentors.

Involvement in the Model New Teacher Induction Project allowed system to experience the effects of an induction program on novices. Clinical training has empowered our teachers with an awareness of the needs of new professionals and the many ways in which veterans can assist. Constantly seek approaches to easing the transition into the profession.

The need for teachers appears to be on the rise. Thus the need for teacher educators and model clinical mentors also grows. We seek effective ways to support new teachers.

Franklin County Schools
Shelby Street

Franklin County Schools is easing the way for new teachers and novice educators so that they not only survive but thrive. Three-year plan for return of all teachers, beginning Franklin County teachers...
royally. They were oriented to the expectations of central office, toured the schools, ate a catered luncheon along with other employees, had time with their mentors and principals.

During the year they have been awarded opportunities to participate in latest training in technology and effective school practices, and became part of a support group. At the end of the year we have planned a session for obtaining their input on future orientation of new teachers.

We have been most fortunate in hiring teachers from other parts of the country and the world. They bring many exciting cultural activities and events. We hope that these teachers will stay in the profession.

Bunn Middle School: In fall 1998 Bunn Middle sent a team of teachers and administrators to an orientation retreat hosted by TEPIE. Participants were introduced to the school-university partnership concept as well as the mission, values, and goals of the TEPIE collaboration. Several weeks later, Maidon, TEPIE coordinator, Julie Dwyer, assistant coordinator, and Marion Butler, faculty liaison from N.C. State, met with Fannie Perry, principal, and Catherine Lassiter and Omesha Williams, co-site coordinator, to get more about the school and its immediate needs. This also was a good opportunity for all the parties to get to know one another better.

In January 1999 Carol, Julie, and Susan conducted an orientation to the full faculty at Bunn Middle. One week later they led a brainstorming treat to begin planning activities under the TEPIE goals. Also, they developed a timeline for completion of the various projects. A representative of teachers from all grade levels has volunteered to work as a committee on revising the retreat-generated ideas into actual objectives in the school. In February Julie provided release time for mentor teachers to work more extensively with beginning teachers at Bunn.

Cedar Creek Middle School: In fall 1998 a team of Cedar Creek Middle teachers and administrators attended the TEPIE orientation retreat, and were introduced to the school-university partnership concept and mission of TEPIE. Several weeks later Carol and Julie met with Dale Byrd and Jennifer Burnette, co-site coordinator, to begin identifying the school. Carol and Julie then met with the full faculty in November, everyone on board and explain the structure of the partnership.

In January 1999, Carol, Julie, and John Park, N.C. State faculty turned to Cedar Creek to conduct a half-day planning retreat with the faculty. Teachers brainstormed ways to incorporate the TEPIE goals into school activities within the school. A volunteer team of teachers will evaluate the results of the retreat and recommend objectives and related oversight.

One of the most exciting activities taking place at Cedar Creek is a project under way in conjunction with the National Aeronautics and Space Administration and N.C. State. This is a unique opportunity for teachers to use the technology available in the school to conduct cross-curricular activities related to missions in space. TEPIE is excited to hearing more details about this project as it unfolds.

Johnston County Public Schools continues to accept the challenge of being one of the fastest-growing systems in North Carolina. Approximately 90 new mentors have been trained since last year; extensive changes also has occurred in performance-based licensure. Both novice and experienced mentors are excited about the possibilities for professional growth in this process.
The induction of Johnston County’s 1998-99 first-year teachers began with a three-day orientation that included tips for the first days of teaching, introductions to classroom management, and an overview of the characteristics of effective teachers. Beginning Teacher Institutes have been held as a follow-up and support system for the novice teacher. A highlight of the institute was the Holiday Celebration, held in December. This event honored first-year teachers and their mentors. Vernestine Kent-Taylor, a North Carolina Teacher of the Year, delivered a motivational message.

Johnston County Public Schools strives continuously to improve working conditions for employees. The initial-licensure and mentor programs are no exceptions, and are always open to suggestions on how we can better support our teachers.

Smithfield Selma High School: A team of teachers and administrators representing Smithfield Selma High also attended the TEPIE orientation in the fall of 1998. Team members not only learned more about the partnership but also had the opportunity to network and brainstorm with faculty from the university and other partner schools. The following month, Maidon, Julie Dwyer, and Anna Wilson, N.C. State faculty liaison, returned to the school for a meeting with Don Woodard, principal, and Ann Cantwell, assistant principal, who gave the N.C. State cadre an orientation to the school for a meeting with Don Woodard, principal, and Ann Cantwell, assistant principal, who gave the N.C. State cadre an orientation to the school.

In January 1999, Carol and Julie delivered a presentation on the full faculty, encouraging them to take an active role in one or more possible collaborative efforts between N.C. State and Smithfield Selma High. In February, Carol and Julie returned to the school to work with a smaller group of teachers who had volunteered to begin planning a needs assessment with the school. This same group of teachers will engage in a follow-up session that will include writing school-wide objectives and creating a structure of committees to implement them. In February Julie provided release time for Smithfield Selma High English teacher Patsy Johnson to work with colleagues who will be testing the tenth-grade writing test. In March, Kristie Strickland, a Smithfield Selma High English teacher, will attend a national conference on school-university partnerships in Louisville, Kentucky.

Lee County Schools

The program in Lee County Schools is still on target, staying continuous. Training began in May with another group of 12 teachers, and the summer they completed reading assignments to help them prepare for instructional assignments, which began in August. The class runs for the entire school year, and the classes in both the mentoring stage and the practicum stage usually occur every two weeks. The dates are planned carefully to ensure that participants are not under stress. We discovered last year that the classes did not need to meet on the university calendar but could use our employment to the advantage of all parties.

The current class is now in the practicum stage, and each member is working with new persons who recently joined our school system. The practicum continues because finding and keeping new teachers is more and more difficult. The lateral-entry teachers are our most carefully coached group, and we do not want to lose anyone, and these new teachers have many surprises. We are interested in creating a course in conjunction with the university for lateral-entry teachers before the opening of school so that they can learn to teach and go to class on a teaching day.

A new trainer, Beverly Swiggett Suitte, has joined our staff. Beverly has worked successfully with mentors in Lee County for more than 10 years and is fully trained by the Teaching Academy as a mentor trainer. Our former mentor, Stella Farrow, now works in Moore County working in an administrative role.
We also have had two mentors, Lou Coggins and Linda Truitt, train assessors, and they are preparing workshop sessions for our new mentors. They participated in our new-teacher orientation, which was in July for two days, and gave some insights into the preparation for licensure. They will be doing a more detailed session in March. Mentors have been called on by other systems for help with this new mentoring. We now see our mentor trainers as a team of four to address changing rules and laws about new teachers.

Meanwhile, each school in Lee County has in place a mentor-novice system geared to the needs of the school. Mentors, and counselors to teachers, conduct monthly sessions to discuss the needs of teachers. At Lee Senior High, an interesting method of interaction is used: Counselor Becky Kite, who trained with Sandy in the sessions, and participants reflect on the discussion topics and then responds to the reflections. All parties strongly indicate that this is great for morale and offers encouragement with problem areas.

Two former mentors, Joan Wagoner and Ruth Gurtis, now serve on our school board. They help keep the program viable.

As we progress, we consistently find that teachers coaching teachers is a very effective and important part of professional growth. A visit by Lois Thies-Sprinthall reminded us of the success of our program brought along two teacher educators from Norway, who were interested in the sessions, and the discussions—topics and participants reflect on the discussion topics and then respond to the reflections. All parties strongly indicate that this is great for morale and offers encouragement with problem areas. Two former mentors, Joan Wagoner and Ruth Gurtis, now serve on the school board. They help keep the program viable.

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We continue to expand our cadre of mentors by conducting mentor coaching. As we approach the millennium and the number of beginning increases, the need for trained mentors will continue. To respond, we have trained 20 new mentors this year using the extended model of coaching. As we approach the millennium and the number of beginning increases, the need for trained mentors will continue. To respond, we have trained 20 new mentors this year using the extended model of coaching. As we approach the millennium and the number of beginning increases, the need for trained mentors will continue. To respond, we have trained 20 new mentors this year using the extended model of coaching. As we approach the millennium and the number of beginning increases, the need for trained mentors will continue. To respond, we have trained 20 new mentors this year using the extended model of coaching. As we approach the millennium and the number of beginning increases, the need for trained mentors will continue. To respond, we have trained 20 new mentors this year using the extended model of coaching.
Our mentors and initially licensed teachers have participated in meetings in which questions and concerns have been addressed. These meetings have been extremely helpful in providing a better understanding of the portfolio process and addressing the specific needs of beginning teachers.

We have had a very busy and productive year. To provide new teachers with needed support, we are beginning to develop new ideas and activities for next year. These professionals are crucial to the education of our students.

Nash–Rocky Mount Schools is committed to providing quality services to our portfolio process and addressing the specific needs of beginning teachers.

To continue these meetings in the spring and next year.

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This winter Northampton County Schools had several teachers enrolled in a mentor class being held at Halifax Community College. Another class is starting March 5, and a number of our teachers are attending.

We conduct mentor meetings regularly to disseminate the latest information from Raleigh. Each mentor has been given a notebook titled “Mentoring Novice Teacher.”

Mentors are encouraged to attend workshops and other professional development activities with their initially licensed teachers. Recently an all-day mentor’s meeting was conducted with a focus on performance-based products. Ten mentors attended.

Northampton County Schools
Susie Strickland

Vance County Public Schools has just completed training of 13 mentors. The strategy for these classes was to prepare career teachers to assume leadership of the system’s beginning teachers successfully.

School-based educators Ella Bryant and Velma Robertson were able to merge the the Mentoring North Carolina Novice Teachers program with the Developmental Instructional Supervision of Teachers curriculum. This training was 11 weeks of intensive training.

Vance County Public Schools
Vivian L. Bullock

Wake County Public Schools’ mentor program continues to thrive, with practicing mentors serving 535 initially licensed teachers. In addition to cohorts of prospective mentors, they are being educated this spring at school sites throughout the county using the long-term model. Trainers for these schools are Jane Brocious, Irma Corzine, Candi Crabtree, Jackie Dove-Miller, Duncan, Rita Hagevik, Sandra Henegar, Judy Lassiter, Jochen Peele, Shelton, Melanie Smith, and Sally Walton.

Wake County Public Schools
Judy Lassiter

Recent developments include the following:

• Weekly meetings of support groups for mentors and beginning teachers at every school site.

• Work on adapting the mentor program to training for speech/language therapists. Therapists adapting this program are Tomma Hargrave and Ninevah Murray.

• Receipt of a grant with N.C. State to develop an advanced module for the state mentor-training package. This module will address the mentor role in guiding the beginning teacher through the reflective process of the development of the performance-based product.

• A reception to be held in April to celebrate the completion of training and to award certificates to 70 mentors.

Wake County Public Schools
Judy Lassiter

Apex High School: Operating under a slightly different structure than the other partner sites, Apex High is a partner in TEPIE through their Science Department. In September the department sent several teachers...
orientation retreat, at which Susan Westbrook, N.C. State faculty, Apex High, presented a summary of her work teaching methods class site. Students enrolled in Susan’s course actually attend class where they also will do their preservice teaching. In addition, professor Jack Wheatley places sophomores in his Introduction to Teaching class at Apex High to conduct observations of and inquiry into teacher practice. Further, Apex High has been a host site for student teachers from N.C. State for the past several years.

Cary High School: As the pilot site for the partnership, Cary High has been the host for a number of established activities. The Beginning Teacher Institute, coordinated by certified mentor teachers, serves to welcome the school’s beginning teachers and provide them with the resources they need to experience successful teaching. Cary High conducts a weeklong seminar on the workdays preceding the opening of school and then follows up with monthly sessions geared to particular areas of interest to new teachers.

In addition, Cary High began a Student Teacher Institute in fall 1998 that works with preservice teachers from N.C. State and elsewhere. Crucial to the success of this project has been the development of a student teacher handbook containing information unique to Cary High.

Cary High teachers participate on a number of committees established to further the TEPIE goals, forming a core group known as the Partnership Implementation Team, or PIT Crew for short. The PIT Crew, led by JoAnn Duncan, coordinator, meets monthly to plan and implement projects. One notable project will take place in March, involving teachers and students from all high schools as faculty from N.C. State. Heralded as “Cary High/N.C. State Partnership Days,” the three-day event will bring N.C. State faculty to school-based sites to conduct seminars, lectures, and workshops related to what students are studying. Jim Clark with the Humanities Program at N.C. State is helping facilitate this endeavor.

Martin Middle School: Approved as a partner school just this year, Martin Middle joins TEPIE as a departmental site in science and math. Glenda Cox, who already has collaborated with Martin Middle teachers in a number of ways, is serving as the N.C. State faculty liaison. Martin Middle teachers will attend a national conference on school-university partnerships in Louisville, Kentucky, to gather information for her colleagues to incorporate into the school’s activities. Martin Middle has been a gracious host for N.C. State student tutors for the past several years, and the partnership looks forward to further collaboration.

Warren County Public Schools: Princine Jeffries, Warren County Public Schools personnel, is involved in training sessions to get a better understanding of the performance-based licensure process. Three second-year beginning teachers participated in a performance-based licensure pilot process and submitted products that were approved. These teachers are serving as presenters at the initial licensing conference for initially licensed personnel, and their products are available online. All mentors will have staff development on performance-based licensure.

News Around the Network

Counselor Mentoring Activities

Among the examples of interdisciplinary collaboration within the two instances of counselor mentors assisting with the development of teachers. In addition to mentoring counselors and psychologists,
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1. Clinical teacher—a practicing teacher who takes on the additional responsibility of instructing and supervising prospective teachers (in pre-student-teaching experiences), student teachers, beginning teachers, and experienced teachers and has the following preparation: one semester (3–5 credits) of Introduction to Developmental Instructional Supervision, followed by a one-semester practicum (3–5 credits).

2. School-based teacher educator—a practicing teacher who takes on the additional responsibility of preparing clinical teachers in a school setting and also has participated in an internship as he or she works with prospective clinical teachers.
and Nancy Oliver of Lee County are leading support groups for be teachers. Also, Yvette Horton of Durham Public Schools finished her third year of leading teacher support groups before starting maternity leave.

Wake County counselor mentor educators Brenda Byrd and Barbara McLeod are supporting trained mentors by facilitating regular meetings throughout the school year. They review course content, and mentors also have monthly meetings with their novice counselors.

Johnston County counselor mentor educator Shirley Cohen continues to provide an extensive orientation for new counselors that is followed up throughout the year.