Welcome to the latest issue of the Model Clinical Teaching Program’s newsletter, Connections. You may notice the new format, presenting information in a concise and focused manner. The change is intended to offer more opportunities for our partners to communicate their ideas, points of view, and summaries of research and practice. We hope that the newsletter also will serve as a forum for conversations among our partners. Therefore we hope that you will reflect on the newsletter’s content and give us feedback. Perhaps you will consider writing a response to what you have read, or sharing examples of your work. We welcome your participation as valued colleagues.

As part of each Connections, we will make links to the principles that guide our work, represented in the Integrated Learning Framework (see page 3). In this issue we highlight the connection between action and reflection and the concept of school-based educators as collaborative action researchers. Clearly, teachers, supervisors, mentors, and administrators are engaging in various forms of action research as they examine their collaborative educational practices with the goals of enhancing student learning, improving instruction, and encouraging teacher professional development. Among their activities are identification of novice teachers’ problems; planning (which includes deciding how evidence will be collected); management (which includes deciding how data will be organized); analysis and reflection on learners and instructional presentation; and refocusing (which includes modifying goals and strategies on the basis of analysis and interpretation of the evidence). For example, a mentor may collaborate with a colleague in constructing a coaching plan that requires demonstration, self-analysis, practice, and revisions in instruction. This type of action research also is known as collaborative inquiry. The spring NCSU–NCCU School-University Partnership and Mentor Educator Network meeting will focus on collaborative inquiry that results in student learning and development.

We look forward to receiving your reactions and your contributions to Connections (see page 4 for contact information).

Recent Reports on Higher Education’s Future

Two recent reports on the future of universities have relevance for teacher education. The New NC State: Becoming the Nation’s Leading Land-Grant Institution (June 2000) highlights plans for moving the university to the next level of excellence. Two goals are of particular interest to teacher educators:

- Building a diverse and inclusive campus community that celebrates and nurtures demographic and intellectual diversity
- Fostering new partnerships internally and externally

Among the initiatives cited as future programs to support these goals is a research and development center at the Centennial Campus Middle School. This center will focus on school-based teacher education, student learning, innovative practice, and partnerships with schools throughout the state and the nation.

Accomplishing the goals articulated in this report requires effective leadership—the focus of a 2001 report from the Kellogg Commission on the Future of State and Land-Grant Universities, Leadership Reconsidered: Engaging Higher Education in Social Change. The report urges colleges and universities to integrate leadership development into education programs and cocurricular experiences. It gives particular attention to personal qualities that are essential for effective leadership: self-understanding, listening skills, empathy, honesty, integrity, and the ability to work collaboratively.

Many of the ideas from these reports are reflected in the work of the NCSU–NCCU School University Partnership and Mentor Educator Network. Most notable are the connections of the reports’ themes to the guiding principles of all our collaborative work, as stated in the Integrated Learning Framework (see page 3). Based on theory and research, the framework provides a process for developing educators across the professional life span, with the goals of teaching new knowledge and skills and promoting adult development, including development of all the qualities of effective leaders just cited.—Editors

Educational Partners: School Systems

Durham County, Edenton-Chowan County, Elizabeth City-Pasquotank, Franklin County, Granville County, Johnson County, Lee County, Moore County, Vance County, Wake County and Warren County.

Universities

North Carolina Central University
University of New Hampshire
University of Konstanz
University of Nijmegen
North Carolina and other parts of the nation are facing critical shortages in the number of high-quality teachers for our public schools. There has never been a greater need for a clear vision of the profession of teaching that encompasses preservice preparation through induction and continuous professional development. We in the College of Education are focusing our attention and energy on preparing and supporting teachers to work in technology-enabled environments to foster high achievement for all students. We are proud of the vital work that the Model Clinical Teaching Program is doing to support mentoring programs for teachers in both rural and urban public school systems.

—Kathryn Moore, Dean, College of Education, N.C. State University

We have been successful in convincing our publics and our policy makers of the importance of recruiting good teachers for our nation’s classrooms. We face a tougher challenge, however, in getting them to understand that retention and revitalization of those teachers are every bit as important.

That is why we are beginning to have much more conversation about improving the conditions of teaching and about designing professional development that is more teacher led and teacher driven.

Although the most intense focus now is on the need for teachers because of the shortage of qualified teachers, the same points hold for counselors, administrators, and others who work with children in our public schools.

—Samnie Campbell Parrish, Dean, School of Education, North Carolina Central University

Retaining Teachers and Student Growth

Paul Keene, Initial Licensing Coordinator, Granville County Schools

A t the fall 2000 meeting of the NCSU-NCCU School-University Partnership and Mentor Educator Network, 29 veteran educators, mostly administrators, participated in an exercise in perspective-taking as they listened to novice teachers talk about their experiences.

The panel of five initially licensed teachers was diverse in race and gender. The teachers also represented a balance of elementary, middle, and secondary schools; regular and special education programs; lateral-entry professionals and graduates of teacher education institutions; and placements in urban, suburban, and rural schools.

Despite all the differences, there were some clear commonalities. First, these young people loved teaching! Several of the “old folks” in the audience commented that they felt personally renewed as they experienced the joy and the enthusiasm of these new teachers.

Second, as each teacher shared his or her journey into teaching, it quickly became apparent that successful new teachers not only welcome any support offered but seek out support that meets their needs. The novices stressed the importance of a nearby mentor, or one in the same area. Those who participated in new-teacher support groups spoke of the importance of being able to process experiences with peers. Those who were not being offered structured “talk groups” said that they had forged informal connections with other new teachers.

Third, all the participants emphasized that they obtained critical support not just from mentors and fellow novices but from a variety of veteran colleagues. They also found support among custodians, librarians, secretaries, and guidance counselors. Audience members came to realize that, for new teachers, growth and success are not simply the responsibility of a mentor but the product of a schoolwide climate that welcomes, values, and supports novice teachers.

Many thanks to Scarlet Evans, Heather Lemmons, Toni Milton, Elizabeth Pittard, and Cornelius Redfearn for serving on the panel.

Promoting Teacher and Student Growth

Sharon Spencer, Associate Professor, School of Education, North Carolina Central University

The School of Education at North Carolina Central University has connected two state initiatives that demonstrate innovation in professional development across the lifespan: university-school partnerships for teacher education (at the undergraduate level) and advanced competencies for master’s-level programs.

We have included the mentoring and supervision model (based on the Developmental Instructional Supervision curriculum at N.C. State) in our Master’s Advanced Competencies for elementary, middle, grades, secondary, and special education programs.

Most interesting, we have renamed the Developmental Instructional Supervision course and practicum “Teachers as Leaders: Roles and Responsibilities I and II” to reflect our vision of how these courses would match our goals.

We also have invited teachers from our professional development schools to take these courses and have provided incentives for them to do so from our University-School Teacher Education Partnership grant.

They have been recruited into our graduate program by taking this form of high-quality professional development. They will take on new leadership roles with student teachers and beginning teachers at their schools, working collaboratively to enhance the novices’ professional development. We are pleased to note that a recent report from the Kellogg Commission recommends these kinds of leadership development programs.

In addition to working with those teachers, we are developing a cadre of teacher leaders and mentors at local secondary schools and in special education programs at all levels. They will be critical partners as we think about well-trained cooperating teachers for our secondary and special education student teachers/interns.

Finally, everyone needs a mentor, and we want to thank Alan Reiman and Sandy Peace at N.C. State for mentoring us as we implement the Teachers as Leaders courses for the first time at NCCU and kick off the new Master’s Advanced Competencies programs.
The need for effective school principals, like the need for effective classroom teachers, is accelerating. Half of America’s public school teachers will leave the profession over the next decade, and a similar pattern is likely for principals. Increasingly, school districts across the nation are finding a shallow applicant pool for administrative and teaching positions.

A 1998 study of 3,000 elementary and middle school principals, commissioned by the National Association of Elementary School Principals and published in the September 1998 issue of Principal, offers important clues for the future. The study suggests that the K–8 principal’s role has become increasingly diverse and complex, and that retirements and a 42% turnover in the principalship during the last 10 years are likely to characterize the next decade as well.

Most interesting, two-thirds of the 3,000 respondents in the study were concerned about the ability of public education to attract quality people to the principalship. A majority of the respondents recommended that school districts and principals accept greater responsibility for mentoring and developing the next generation of principals. These same principals also recommended development of rigorous leadership and mentor development programs for talented and committed teachers. They noted that such programs can address the need to support beginning teachers while encouraging teacher leaders to become aspiring principals.

### Integrated Learning Framework

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<th>Elements of Learning New Performances</th>
<th>Conditions for Adult Development</th>
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<tr>
<td>Initially assess prior knowledge, experiences, cultural background, interests</td>
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<tr>
<td>1. Introduce rationale/theory</td>
<td>1. Complex new experience</td>
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<tr>
<td>2. Demonstrate new performance</td>
<td>2. Integrated inquiry (analysis and reflection)</td>
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<td>3. Practice new performance with feedback</td>
<td>3. New experience balanced with integrated inquiry</td>
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<tr>
<td>4. Adapt and generalize new performance through contextualized (real-world setting) practice</td>
<td>4. Support and challenge</td>
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<tr>
<td>Assess new performance competence and link developmental growth to career, family, real-world problems</td>
<td>5. Continuity</td>
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### Sources


By definition, the very best teachers have significant impact on the learning of their students. Typically these teachers have reasons for what they are doing; they base their decisions on evidence and rationales. But rarely do their rationales systematically build on their knowledge of research related to teaching, learning, and the discipline that they are teaching.

Most of us have visions of these exceptional teachers. They teach masterfully, with every aspect of classroom organization and student needs considered in the learning process.

In my work as a teacher educator and mentor to future teachers and teacher educators, I have aspired to develop such exceptional teachers. To foster such a goal, I have found certain types of structured reflection to be extremely helpful. For example, I ask prospective teachers or teacher educators to develop rationale papers. These papers prompt protégés to identify (1) goals for students; (2) a brief justification of those goals; (3) specific teacher behaviors, patterns, and strategies that will lead to those goals; (4) how content will be chosen; and (5) how students, teacher, and curriculum will be assessed and evaluated.

Faculty then engage these future teachers and teacher educators in a discussion—and a defense—of their rationales for learning, teaching, and curriculum throughout a sequence of courses. The defense must be oral so that instructors can assess whether the ideas are a genuine part of the students’ understanding. In the sequence of courses, students have two or three opportunities to rewrite their rationale papers. Having such opportunities, the students develop abilities to express and support their educational ideas with evidence. Likewise, cooperating teachers and mentor teachers can prompt their protégés to reflect on the unique needs of learners, instructional presentation, curriculum, and classroom climate. From my perspective, teachers with rationales are truly rational teachers. Who would want otherwise?

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*Abstracted from* Proceedings of the 1999 Association for Education of Teachers of Science

**Recent Research**


This quasi-experimental study addressed how to promote preservice teacher learning and more optimal professional judgment. The guiding theory for the curriculum intervention was constructivist and developmental in orientation. The emphasis of the early field experience was continuous cycles of fieldwork and clinical analysis and reflection. There were significant findings on both dependent variables—ethical judgment and conceptual/reflective judgment. The authors draw implications for teaching and teacher education.
One of the newest initiatives in professional development this year is a collaborative effort between Moore County Schools, N.C. State University, and the State Department of Instruction’s Coach2Coach program. Judy Lassiter (Coach2Coach educator) and Debbie Andrews (director of teacher education, N.C. State) travel to Moore County weekly to deliver the mentoring and supervision professional development curriculum designed by faculty in N.C. State’s College of Education. Ten teachers and counselors from Moore County Schools have committed to this two-semester curriculum and have completed three-fourths of their first semester.

As well, Moore County is sending two teachers to N.C. State with the expectation that these teachers will become school-based mentor educators for the school system once they have completed their course work.

Several Moore County teachers relate their thoughts about this curriculum:

- “This class helps you refocus on your own teaching. You become a better teacher while you learn to help your mentee.”
- “The experience of working closely with other teachers is awesome.”
- “Too many new teachers are being paired up with mentors who lack careful preparation for their role. Therefore, these new teachers are not lasting in the profession. I hope this course will change that.”

Stella Farrow, the initial licensing coordinator for Moore County Schools, writes,

Moore County Schools is excited about the opportunity to prepare our teachers more carefully to serve as mentors. Our participation was approved by our board of education and superintendent. All parties are supportive and are encouraged by this innovative grouping to provide mentoring, support, and coaching for our new teachers. This also is an excellent way to help our experienced teachers grow professionally, as well as personally. The response from participants has been very positive.

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