What’s Ahead in Professional Development?

Welcome to the Spring 1998 issue of Connections, the Mentor Network’s newsletter. This issue reports how school systems and networks are supporting novice teachers and counselors and promoting adult professional development. It reflects the efforts of many educators working to fashion seamless approaches to teacher education.

I recently returned from the annual meeting of the Association of Teacher Educators in Dallas, where I worked with the National Commission on Supporting Novice Teachers. Some reflections are in order.

Personnel in the Model Clinical Teaching Programs have argued persuasively, I think, that effective teaching is a highly intellectual, moral, problem-oriented, largely clinical endeavor. Program directors and faculty share the belief that preservice teachers who can justify their teaching decisions with principled arguments supported by theory or evidence culled from interactions with their students are demonstrating more effective practice.

Likewise, the mission to induct novice teachers into the profession by promoting collaborative and developmental experiences is laudable. The Excellent Schools Act acknowledges the importance of this mission. However, such collaborative work requires substantial amounts of time on the part of both beginning teachers and mentors. Time is scarce. Perhaps educators should begin a dialogue about different types of assignments for first-, second-, and third-year teachers that permit more powerful types of coaching, reflection, conferencing, and mentoring during the first three years.

Translating these dual missions of better preservice preparation and better induction into practice requires resources and coordination that are rare in professional development programs across preservice, induction, and inservice arenas. A visit to any modern medical science facility quickly illustrates the types of resources and equipment needed to implement state-of-the-art preparation programs fully. Learning to teach is at least as complex as learning to practice medicine. However, the profession still needs powerful new clinical curricula, laboratories, and assistive technologies that would permit greater reflection and understanding by novice teachers about student learning and the complex structure of teaching.
In like manner, educators need to understand better the role that cognitive development plays in effective and wise teaching. What conditions and curricula promote more flexible, caring, and just teachers? How can guided reflection spur growth? Can teacher educators better understand the powerful types of teacher reasoning that support wise practice? How might teacher educators and mentors engage novice teachers in dialogue and performance that support novice teacher learning and ethical development?

Such questions invite an end to the debate about whether teacher preparation should occur exclusively at the university or in a school setting. Instead, educators must develop specific laboratory, clinical, and school-based contexts and activities that bolster learning to teach and promote more complex teacher reasoning.

This newsletter showcases people and programs that have made mentoring, clinical education, and teacher and counselor development more than just rhetoric. Among the accomplishments and the innovations described are these:

- Conducting focus groups with mentors and novice teachers to assist in the design of high-quality third-year experiences for novice teachers (Granville County and Weldon City)
- Enriching Teacher Talk Groups for novice teachers to include INTASC standards and classroom management strategies like cooperative discipline (all network school systems, including Nash–Rocky Mount)
- Integrating new curriculum, research, and technology into mentor training (N.C. State, North Carolina Central University, Lenoir-Rhyne College, and all network school systems)
- Strengthening the selection process for mentors (Wilson County)
- Preparing more than 212 mentors in the extended mentor course work with sequenced reflection and coaching
- Investing thousands of human hours in efforts to provide professional development programs that connect preservice teacher education, induction, and continuing professional development in a seamless whole

Updating of N.C. State Courses
Continuing to seek new clinical curricula for the teaching profession, N.C. State is updating its mentor training courses for graduate students and prospective mentor educators (i.e., the 15-week seminar and the 8-week practicum), as follows:

- Integrating content from the new text Mentoring and Supervision for Teacher Development by Alan Reiman and Lois Thies-Sprinthall into both the seminar and the practicum curriculum
- Requiring that participants develop a performance-based mentor portfolio in both the seminar and the practicum course
- Adding curriculum to the seminar to address the new INTASC standards and performance-based licensure
- Building into the seminar an action research project that focuses on diversity and equitable instructional strategies
- Adding supplemental curriculum to the seminar that uses cooperative learning strategies
- Incorporating recent research on guided reflection and moral/ethical teacher development into the practicum curriculum
- Designing new practicum curriculum to address Vygotsky’s Zone of Proximal Development
- Adding practicum curriculum that describes a code of ethics for mentors, clinical teachers, and school-based educators

Around Network I
Durham Public Schools
Vandi Kelley-Harrington

Durham Public Schools is off to a great start providing services and support to its mentor training and initial licensure programs.

Twelve mentors have completed the mentor practicum under the supervision of mentor educators Debbie Andrews and Ann Wilder. A new Theory of Supervision class began in February with 17 teachers. Those who complete the theory course will participate in a supervised practicum in fall 1998. Vandi Kelley-Harrington and Alan Teasley conducted a special fall 1997 mentor training session for 41 teachers. The teachers are now participating in a practicum with their new teachers. It will conclude in May 1998.

Various teacher groups have been organized to provide the necessary support for professional growth. New teachers participate in support seminars periodically to discuss issues and to offer personal and professional support to one another. Mentors refine their skills and share dialogue at regularly scheduled Mentor Support Cadre meetings. Both of these offerings are optional, but well attended.

An individual mentor serves each of our 224 first-years ILPs. However, to assist second-year ILPs, we use a support-team approach. Each second-year
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Teacher meets in an assigned support team once a month with a trained mentor teacher or counselor. Each group serves 6–12 second-year teachers.

Because we have more new teachers than trained mentors, our system pays $500 to persons who are needed to mentor but lack mentor training. We are encouraging these persons to enroll in our mentor training course. Our system also pays support group leaders $500.

Johnston County Schools
Vickie Taylor, Johnston County Schools’ director of ILP and mentor services, retired at the end of 1997. (In reality, she is still semi-employed with Johnston County Schools.) Robin Little, a former high school science teacher, has assumed the directorship of these programs. During an assignment at the North Carolina Department of Public Instruction in 1997, Robin worked extensively with teacher recruitment, induction, and mentoring programs. She also was a finalist for the North Carolina Teacher of the Year in 1996.

As Johnston County Schools continues to grow by leaps and bounds, the challenge for the mentoring program remains providing strong support to all novice teachers and effective training of mentors for these teachers. The goal of this program continues to be to accept these challenges and move forward toward more supportive environments for teachers.

Lee County Schools
Twelve more teachers were selected for the yearly mentor training. Using a new time frame, trainers Nancy Cope and Stella Farrow started the class at the end of May. The teachers in training then had most of the summer to complete some of the readings before their three-hour class began in August. As a result, participants were not overwhelmed with reading assignments once they were back in their classrooms. Also, these teachers kept a log of their reading time in the summer, and Lee County Schools paid them a small stipend for summer reading. The reading list for the course was increased by adding Daniel Goleman’s book Emotional Intelligence and the report from the North Carolina Public School Forum, A Profession in Jeopardy.

Lee County received another teacher orientation grant from the North Carolina Department of Public Instruction and used it to extend the orientation at the opening of school. Beginning teachers came for three days, mentors for two. These two days allowed the mentors to be retrained in skills that they had identified the previous spring and to help the new teachers get ready for the school year. The mentors and the new teachers met at an opening luncheon during orientation. Additionally, during orientation, each school in Lee County designed a support program for its mentors and new teachers. Some schools are holding monthly meetings; others are holding meetings more frequently. For example, every three weeks Lee Senior High School hosts an after-school reception for its new teachers, each time offering them the opportunity to meet with mentors from a different department of the school. Food, fellowship, door prizes of an educational nature to assist the novice teacher, and introductions to different department members are the foci of these receptions.

The mentor training course that began in August met every two weeks instead of every week. This change was a direct result of the mentor program review. The pressures on teachers to prepare for the classroom, with the added demands for accountability, required some reflective time. Additionally, assignments were designed with opportunities for the participants to do some of their work through technology (spreadsheets, innovative multimedia, and the Internet). The teachers were excited about the new aspects of training, and many veteran mentors wanted to participate again! We invited veterans to class during presentation of new ideas and concepts, and several visited.
The first course extended past the winter break, into January. Participants completed the exam by the end of the true school semester. Teachers expressed a desire for this format because it is more appropriate to their teaching schedules. The class now has begun the practicum and will graduate in mid-May. Once this group is trained, we will have approximately 85 trained mentors. We plan to begin another training session next year.

In fall 1998, Lee County will be opening new schools, realigning curriculum, dealing with growth in student population, and hiring more teachers. These changes underscore the need to train mentors for novice teachers. The allotment of funds from the Excellent Schools Act is assisting our mentors as they provide support for our ILPs. We hope that the state will provide additional assistance to the mentors who remain with a novice through the second and third years. Lee County will assign mentors to new personnel when they are finished with a cycle, so mentors will receive stipends on a rotating basis.

We also brought some student teachers in to observe one of our mentor training sessions. It was refreshing to see the learning occur between the two. Mentors spent a portion of that class session learning to conference, listen, and coach a novice educator. The student teachers felt that this was an excellent learning experience as they interacted with highly competent professionals. The mentors enjoyed the excitement and the vibrancy of “dreamers.”

Nash–Rocky Mount Public School System
Tim Tucker

Nash–Rocky Mount Public School System is excited by the growth of its induction and mentoring program. With more than 180 ILPs, the Initial Licensure Program has tried to meet the needs of novices. We began the year in July with a three-day orientation for them. Because many come from other states or have not participated in programs in schools of education, the week is crucial to starting them on the right foot. We spent time addressing the many concerns of novices. We also offered training and staff development. Our novices had the opportunity to take a 24-hour Cooperative Discipline course, designed to help them with discipline skills and techniques. It proved extremely popular. We also offered our version of Effective Teacher Training. This redesigned course uses the book and video series by Harry Wong, as well as audio taping and reflection to promote the growth of teachers.

We are pleased that 76 of our novice teachers have decided to participate in the Performance-Based Licensure Product process. Monthly help sessions conducted by teachers who have successfully completed the product have assisted the novice teachers in understanding the process and the purpose of the product. Training sessions also were held to orient all ILPs to the new PBL handbook.

We have had the opportunity to train 25 new mentor teachers for our school system this year. As we move closer to the year 2000, our need for trained mentors grows. Because of numbers and lack of outside agencies teaching mentor training, we also have taught three classes on use of the Teacher Performance Appraisal Instrument, to try to meet the future demand for mentors. For our trained mentors, we have conducted sessions throughout the county on the Performance-Based Licensure Product. Although time has been short, we have been able to explore product development from the aspect of the 10 INTASC standards. Also for our trained mentors, we have offered a refresher course entitled Enhancing Your Mentoring Skills. This course revisits the skills that mentors sometimes overlook when they have not been a mentor to an ILP in four or five years.

We have had an extremely exciting, productive, and busy year. The needs and the concerns of beginning teachers continue to be the driving force in the creation of new ideas for helping beginning teachers and mentors.
Wake County Public Schools
Judy Lassiter

Wake County Public Schools continues to expand its mentor program. We currently have 300 practicing mentors and 71 more in long-term training (a 15-week spring seminar and an 8-week fall practicum). Five teams of mentor trainers are facilitating these courses using the Strategy Guide that was revised by Wake County Public Schools with support from N.C. State University.

We limit the number of novice teachers to two per mentor. Wake County pays a stipend for each person mentored, in addition to the state stipend.

During the 1998 school year, some schools are providing support group meetings for first- and second-year teachers. Wake County is sponsoring four regional support group meetings for personnel whose schools do not have a support group. A teacher mentor and a counselor mentor are leading these regional meetings, and Joyce Gardner and Kay Modlin are coordinating them.

In addition, several media specialists are attending mentor training with the aim of developing a mentor training package for their personnel.

Wilson County Schools
Judi Etheridge

Wilson County Schools offers Clinical Mentor Training twice a year for interested teachers. To participate, teachers should have four years of successful teaching experience with at least one of them in Wilson County; a principal’s recommendation; and a current application. A review committee examines the applications and selects the teachers who will participate.

The principal at each school assigns novices to mentors, with assistance from the ILP coordinator for the county. Additionally the county pays a stipend to teachers who are clinically trained and serving as mentors to second-year teachers. Our county’s mentor training program continues to interest our teachers.

North Carolina Central University
Sandy Peace

New University–School System Partnership

Cathy Fine, Pearsontown Elementary School, and Fern Brown, C. C. Spaulding Elementary School, teachers from Durham Public Schools, and Shelia Belfon and Sharon Spencer, faculty in the teacher education program at North Carolina Central University (NCCU), are taking Alan Reiman’s Clinical Supervision of Teachers course at N.C. State University. They are laying the groundwork for professional development school partnerships by establishing relationships and working toward instituting a common model for preparing Durham cooperating teachers and NCCU faculty supervisors. Doris Williams, director of NCCU’s Office of School Services, and Sammie Campbell Parrish, dean of NCCU’s School of Education, have supported this recent collaborative effort.

Counselor Mentor and Supervisor Education Program

Congratulations to the following persons for successfully completing both courses of the Counselor Mentor and Supervisor Education Program that ended in December 1997: counselors Carl Forsythe, Evette Horton, Marrius Pettiford, and Sarah Johnson from Durham Public Schools; and counselor Becky Kite, social worker Peggy Mann, and psychologist Lisa Schoff from Lee County Schools. The program, held at Durham’s Staff Development Center, was sponsored by NCCU’s School of Education and Durham and Lee County school systems. Sandy Peace cotaught the courses with Connie Scott, counselor at Durham’s Riverside High School.

As well as mentoring novice counselors, Evette Horton and Becky Kite now lead support groups for beginning teachers in their respective school systems.

Sandy is currently teaching the Counselor Mentor and Supervisor Education courses for another group of counselors from Durham and Warren County schools and a psychologist from Lee County Schools. Marrius Pettiford, lead counselor at Southern High School, is the co-instructor, enrolled in an internship with Sandy.
Wake County counselor mentor educators Brenda Byrd and Barbara Lemons continue to provide support for trained mentors by facilitating regular meetings throughout the school year. Participants review course content and plan monthly meetings with their novice counselors.

As part of a panel with Alan Reiman and Sharon Oja (University of New Hampshire), Sandy presented examples of research and practice at the Council of International Psychologists conference, held in July 1997 at the University of Padua, and at the Association of Moral Education conference, held in November 1997 at Emory University.

In October 1997, Marrius and Sandy presented at the convention of the Southern Association of Counselor Educators and Supervisors, in Louisville. Their topic was “School Counselor Supervision: Promoting Development and Skills.” At the November 1997 conference of North Carolina School Counselors in Winston-Salem, Trish Dixon and Barbara Lemons from Wake County, Marrius, and Sandy made presentations on the topic “Mentoring Makes a Difference for Novice Counselors.”

On June 24, 1997, the General Assembly ratified, and Governor James Hunt signed, Senate Bill 272, known as the Excellent Schools Act. A comprehensive plan for improving student academic achievement, reducing teacher attrition, and rewarding teaching knowledge and skill, this statute provides support for beginning teachers by requiring the State Board of Education to “develop a mentor program to provide ongoing support for teachers entering the profession” by conducting “a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program.” Further, the board is to “develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations.” Finally, the board is to develop “criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program” (p. 9).

Preservice teachers will continue to be issued initial licenses. However, to convert these to continuing licenses, they must have three years’ teaching experience. Further, the career-status decision has been moved to the fourth rather than the third year of employment. Trained mentor teachers are eligible to receive additional compensation for their work with first-year teachers.

In July 1997, educators, including central office administrators, principals, teachers, public and independent college and university personnel, and Department of Public Instruction personnel, began work on a new mentoring program that reflects contemporary research on the needs of novice teachers. Training modules are being field-tested this spring. The final training program will be ready for dissemination in June 1998. The guidelines and criteria called for by S.B. 272 are being developed and will be distributed to local education agencies when finished.

Work on performance-based licensure (PBL) continues. The State Board of Education is scheduled to consider the adoption of PBL at its March meeting.

Through a School Improvement grant, Edenton-Chowan Schools is providing long-term mentor training for 10 more clinical teachers. On completion of the 36-hour staff development experience and a practicum scheduled for fall 1998, these teachers will be highly skilled, experienced mentors capable of implementing cycles of assistance with novice or intern teachers. At that point they also will qualify to become teacher educators. They can achieve this next level
by serving as a presenter of long-term mentor training while being coached by an experienced teacher educator. The classes, held every Wednesday at John A. Holmes High School in Edenton, began on February 11 and will continue through May 6. The participants are all from the Edenton-Chowan school system: Debbie Burroughs, Kathy Busby, Catherine Jackson, Lynn Partin, Paula Rinehart, and Robin Small of D. F. Walker Elementary School; Susan Dail of White Oak Elementary School; Debra Elliot and Gloria Forehand of Chowan Middle School; and Shirley Powell of John A. Holmes High School. Serving as instructors for this hard-working and dedicated group are Ruth Bass, math teacher and teacher-observer, John A. Holmes High School; and Patricia Timberlake, fifth-grade teacher, D. F. Walker Elementary School. This dynamic duo are serving as presenters for the third time. Joy Denton, sixth-grade teacher with expertise in learning styles, is a newcomer in the role of teacher educator. The three-way teaming is an excellent example of peer coaching elevated to a new height.

Edenton-Chowan Schools continues as an active member of the Collaborative Effort to Support New Professionals. Our Teacher Talk Group coaches, Casey Bunch and Amanda Morgan, both from Chowan Middle School, meet on a monthly basis with all new teachers. The peer-support sessions provide an opportunity for teachers to share ideas and concerns and to bond as professional colleagues. The sessions are structured around teacher-generated topics. Attendance has been outstanding. Master teachers and supervisors have been invited to sessions to address such issues as performance-based assessment, guidelines and strategies for working with exceptional students, and effective strategies for classroom management. Time for reflection is built into each Teacher Talk Group meeting. Mentor Support Group meetings, held bimonthly, provide mentors with the opportunity to upgrade their skills, share ideas, and brainstorm solutions to expressed concerns.

Our system is pleased to be involved in the Elizabeth City State University–School Teacher Education Partnership Project (ECSU–STEP), along with Elizabeth City–Pasquotank Schools and Gates County Schools. The partnership focuses on the common goal of enhancing teaching, learning, and research in schools and in the teacher education program. Initially the project will establish a partnership with one elementary school in each of the three participating counties. Then it will phase in additional school systems. In Edenton-Chowan, D. F. Walker Elementary School has been designated as the partner school. The components of the project are (1) recruitment—partners collaborating to recruit and retain prospective teachers; (2) initial preparation—partners collaborating to prepare preservice teacher education majors; (3) induction—partners collaborating to provide a model of excellence in continuing professional development for all teachers; and (4) research—partners collaborating to provide opportunities to conduct school-based research.

As Edenton-Chowan Schools plans the new, flexible school calendar for 1998–99, it also is planning for induction needs. We recognize that, to retain quality personnel, we must continue to explore the best ways to provide a seamless process from preservice education, through recruitment, induction, initial licensure, professional development, and lifelong learning, to full teacher actualization with all of its rewards. We have come to realize that the journey is as important as the destination.

Elizabeth City–Pasquotank Public Schools
Joyce Harris

Elizabeth City–Pasquotank Public Schools continues to train its teachers to be mentors. With the passage of the Excellent Schools Act, the system opened additional mentor training sessions. Four teachers from Gates County joined us during the fall training. The practicum session is continuing for fall and
spring training. It has proven beneficial to new teachers and mentors as they continue the reflection process for professional growth and development.

The Elizabeth City–Pasquotank system also has been involved in the Model New Teacher Induction Project. This project has been enhanced by the Model Clinical Training that our teachers have received. The two programs work hand in hand.

The needs of our teachers vary. Providing training and support for new professionals is vital. We continue to reflect and to seek ways of supporting staff effectively and efficiently.

**Franklin County Schools**

Franklin County Schools is easing the way for new teachers so that they not only survive but thrive. Three days before the return of all teachers for the new school year, beginning teachers received a wonderful orientation. They took tours of the campuses, learned about the system’s expectations, ate a catered luncheon, and had discussion time with their mentors and principals.

During the year these beginning teachers have had opportunities to participate in the latest training in technology and effective school practices, and in teacher support groups. At the end of the year, there will be a session in which they evaluate the induction program and offer their input.

We have been fortunate to hire teachers from other parts of the country and the world. They bring with them many exciting cultural activities for our students. We hope that these novices, as well as our veterans, will remain in the teaching profession.

**Granville County Schools**

Although faced with growing numbers of students and other challenges, Granville County Schools continues striving to meet the needs of beginning teachers. Thanks to the Excellent Schools Act, we were able to lengthen our August orientation for novice educators from two days to three. Along with the usual orientation issues, we devoted a lot of time to an introduction to our Total Quality initiative, with some hands-on training using tools and principles for the classroom. At mid-year, many of these teachers report that they are pleased with the strategies they learned in the training and are seeing positive results in the classroom.

Our principals have renewed their commitment to induction. They have handled assignments with a new sensitivity and are more active than ever in supporting novice teachers. We are working hard to keep novice teachers, mentors, and principals informed as the State Department of Public Instruction develops and begins to implement performance-based licensure. We are conducting focus groups with mentors and novice teachers to assist us in designing a third-year experience that accounts for the two years of professional growth. By providing appropriate support, as well as mismatching according to conceptual development, we feel we can provide a growth-producing third year.

**Northampton County Schools**

Northampton County Schools is collaborating with Weldon City Schools to offer mentor training classes to its teachers. Five teachers completed the practicum in fall 1997, and a new class will begin in spring 1998. We continue to move forward.

**Perquimans County Schools**

Perquimans County Schools has developed and implemented several exciting and unique programs for all staff members to promote seamless professional growth. The Model New Teacher Orientation held at the beginning of the school year was a huge success. The program went far beyond a simple orientation, offering training in assessment of the Internet and in use of technology,
Powerpoint software, and other multimedia methods. Total Quality programs, policies, procedures, and guidelines were presented. Also, teacher induction concepts developed by Harry Wong were viewed and discussed, and all mentors and ILPs received a copy of *The First Days of School* by Wong.

The first three days of orientation included all ILPs new to our county. The orientation also served as part of our new mentor training program. On the third day of our orientation week, mentors and novices were matched according to their schools, grades, and subjects. All mentors and novices were given a personality assessment during our technology training. The participants had a lot of fun comparing their view of themselves with that produced by this assessment. Additionally the entire group participated in a learning-style assessment.

Throughout the year the very structure of the mentor-novice program has played a vital role in the success of our ILPs. The ILPs have shared many positive comments about the importance and the value of the Teacher Talk Groups. Meeting once a month, these groups conduct many outstanding workshops—for example, on classroom management, the ABCs, the Teacher Performance Appraisal Instrument, and INTASC standards. Further, Superintendent Henion arranged several outstanding professional growth opportunities for all staff members this year.

Finally, the system joined the North Carolina Model Teacher Education Consortium in another attempt to support its personnel. Many of our personnel now have the opportunity to return to school without having long commutes and incurring major expenses. We are growing!

Vance County Schools
Angela Lewis

Vance County Schools is striving to train enough mentors for every ILP employed. At the end of the 1997–98 school year, we will have a total of 76 trained mentors. Thanks to Ella Bryant and Velma Robertson, our mentor educators, for a job well done.

We welcome Vivian Bullock, ILP coordinator, to our team. We are proud that she is a trained mentor.

Warren County Schools
Princine Jefferies

Currently there is no mentor training taking place in Warren County Schools. In the near future, a school guidance counselor will take part in the counselor mentor training. Also, because of need, another group of teachers will be trained as mentors. Seven teachers completed mentor training at the teacher academy. These teachers have received additional training through Warren County Schools.

Warren County Schools is piloting the performance-based licensure process. As part of our involvement, all second-year beginning teachers are completing teacher portfolios.

Weldon City Schools
Debra Lanham

To improve student learning, teacher learning, and teacher morale, Weldon City Schools and Northampton County Schools have collaborated extensively in planning and offering teacher development courses to ILPs and mentors. When the mentor program was assessed at the end of the 1994–95 school year, the following deficiencies were found: (1) not enough mentors for beginning teachers; (2) current mentors overloaded by serving three or more beginning teachers at different campuses; (3) no classes in place to train new mentors; and (4) lack of consistent communication with mentor training partners.

To address these needs, the system now conducts staff development for the mentor program on a continuing basis, supported by N.C. State University,
the Collaborative Effort to Support New Professionals, and the Model Teacher Collaborative. N.C. State certified two persons in our system last year as mentor trainers. As a result, we hold mentor training classes every spring and mentor practicum classes every fall. Each class consists of 45 hours and meets 3 hours per week. A refresher class is hosted at the beginning of each year, entitled Connecting the Mentoring Programs. Further, teachers have attended all mentor training classes provided by other support groups, such as the North Carolina Teacher Academy and the North Carolina Center for the Advancement of Teaching.

As a result of rebuilding the mentor program and soliciting mentors’ input, Weldon City Schools has a much stronger teacher induction program. It is centered on training in the INTASC standards, provided by Lynn Bradshaw of East Carolina University. Beginning teachers are assigned mentors from their own campus and, when possible, within their area of licensure. No mentor has more than one initially licensed teacher assigned to him or her, and all

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I = Network I—Placement sites for student teachers and interns from N.C. State University
II = Network II—Collaborative Effort to Support New Professionals
a. This figure is a summary of placements from various colleges and universities, including N.C. State University.
Lists of names and addresses of school-based teacher educators and representatives from each system are available from the Model Clinical Teaching Program Office, Box 7801, 402 Poe Hall, N.C. State University, Raleigh, NC 27695-7801, telephone 919/515-9400; or the North Carolina Public School Forum, 3739 National Drive, #210, Raleigh, NC 27612, telephone 919/781-6833.
mentors receive a stipend. There is greater collaboration between mentors, beginning teachers, and administrators.

Mentor training plays a significant role in developing the leadership capabilities of teachers. According to the December 15, 1994 “Report to the Joint Legislative Education Oversight Committee and the North Carolina State Board of Education,” all teachers have responsibilities to become leaders in relation to the needs and the performance of their students. Student learning and professional development for teachers go hand in hand.

Across the State

Lenoir-Rhyne College
Becky Watson

The N.C. State Model Clinical Teaching Program is reaching into western North Carolina. Lenoir-Rhyne College in Hickory has initiated the Developmental Clinical Supervision curriculum in three counties that have student placement agreements with the college. The first course, completed in November 1997, had 19 students. The same number will complete the practicum in spring 1998. Alexander County Schools has 12 teachers and 1 counselor taking part, Catawba County Schools 5, and Hickory City Schools 1.

On completion of six graduate semester hours, these educators will be able to teach the curriculum with support from the instructor, Becky Watson. Some of the students are using this course work to begin their graduate program at Lenoir-Rhyne College. From the standpoint of the college, the main emphasis of this curriculum is to prepare cooperating teachers to work with student teachers in elementary, middle, and high schools. The participating counties are excited that these people also will help orient and induct beginning teachers.

Twelve teachers agreed to accept student teachers in spring 1998. The course work began in early August, and revised versions of *Becoming a Teacher Educator* and *Strategy Guide* were included among texts read during the semester. The practicum focuses on three areas in addition to supervision of student teachers: (1) the role of teachers and counselors as leaders in the school organization; (2) the role of partnership development for public school teachers, counselors, and college faculty; and (3) the role of student teachers, cooperating teachers and counselors, and college faculty as action researchers. The counselor has an intern from the Lenoir-Rhyne counselor graduate program.

The college has several goals for this program:

- During student teaching or internships, to place student teachers and counselors in clinical settings with persons who have been trained for the role of cooperating teacher or counselor
- To offer college professors opportunities for practical renewal through connections with the public school environment
- To encourage reflection on practice, which will promote investigations of effective school settings and thereby enhance the theoretical framework of preservice and inservice teacher education

The goals of a partner school are as follows:

- To promote opportunities for teachers to become school-based teacher educators and researchers, modeling effective teaching and mentoring
- To develop learning communities among public school faculties and college faculties and students, in order to explore ways to enhance student learning
- To redesign the work of teachers so that they have opportunities to give back to the profession in meaningful and rewarding ways
• To develop teacher leadership in curriculum development, school governance, instructional differentiation, and school-community relationships

• To have access to college faculty in all curricular areas and to specified college materials

Research is being conducted with partner schools to determine the impact of the new roles and the opportunities for focused and guided reflection in developmental growth. The effect of participation in a partnership school will be examined for developmental growth in teachers and student teachers. A close examination of student outcomes at a partner school also will be conducted.