
Preface

The phrase *state of the art* is ambiguous. Understood in terms of a president's state-of-the-nation address, for example, the expression implies an overview of current conditions, perhaps reviews how conditions got to be the way they are, and most likely proposes strategies for improving those conditions. On the other hand, when used to describe the latest product introduced by a high-tech manufacturer, for instance, the term *state of the art* carries with it the notion of "cutting-edge" or "top-of-the-line." This book applies both of these concepts of *state of the art* to the rapidly expanding field of teacher induction and mentoring.

THE BOOK'S PERSPECTIVE

A comprehensive examination into the state of the art of contemporary teacher induction and mentoring calls for viewing through a variety of sharply focused lenses. This book provides such a varied perspective. The insights and vision of over a dozen authors are represented here. These contributing authors are a select group of distinguished educators, researchers, and practitioners who are not only recognized leaders in the development of the field's knowledge base, but also are sought after as consultants by induction and mentoring program developers and policymakers. They have been deeply and passionately involved for many years in the important issues underlying the induction, mentoring, and nurturing of new teachers. Through a synthesis of research and experience, the authors describe and discuss a variety of issues and practices that not only define contemporary induction and mentoring but do so in ways that may well channel its future. As a group, they write from the same conviction. Individually, however, they write in their own voice. I trust that the reader will find their stylistic diversity to be both enlightening and refreshing.

THE BOOK'S FORMAT

The twelve chapters of the book are grouped into three sections. Part I, Developing and Designing Mentoring and Induction Programs, describes

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the developmental processes, organizational structures, and philosophical underpinnings that make up exemplary teacher induction programs. Part II, *Mentoring Constructs and Best Practices*, focuses on significant and emerging aspects within the larger context of induction and mentoring. Part III, *Connecting Mentoring and Induction to Broader Issues*, looks beyond individual programs and practices and examines their extended relationships and interactions.

DEVELOPING AND DESIGNING INDUCTION AND MENTORING PROGRAMS

Perhaps the most pronounced change over the past decade or two in the way teacher induction and mentoring takes place in a school or district has been its planning and structure. Although there were notable exceptions, earlier induction activities were often limited to an orientation day—usually the day before students arrived—in which new teachers signed a bevy of forms, met each other and their resident colleagues, were introduced to an array of handbooks and policy manuals, and were sent off to ready their classrooms and themselves for their first class—sink or swim!

Mentoring, also with notable exceptions, was either an informal process whereby a veteran teacher would take a novice under wing, or it was formalized to the extent that an experienced teacher might receive some sort of training, was teamed up with a new teacher, and then was expected to show the novice “the ropes.” The five chapters in Part I illustrate the extent to which the development and structure of induction and mentoring programs have evolved.

In Chapter 1, Tom Ganser draws on his years of extensive research to remind us that mentoring programs already have a history that can, in some cases, offset the need to reinvent the wheel when creating new programs or enhancing existing ones. Another advantage of this history, Ganser finds, is that more and more school leaders readily support mentoring programs because they themselves have experienced firsthand the benefits of mentoring. Although Ganser discusses the potential of existing mentoring programs to offer examples of good practice, he emphasizes the exciting opportunities current research and experience present for developing even more effective induction and mentoring programs in the future.

In Chapter 2, Mark Bower describes how he and a team of dedicated staff members, representing a variety of interests and positions in a suburban school district, spent two years developing the specifics of a program designed to achieve their vision: new teachers excelling in situations where they are empowered to enable their students to succeed.

In Chapter 3, Harry Wong documents a variety of programs that eschew teacher retention as their primary goal. The developers of these programs have designed them to focus on teacher effectiveness and

student learning. They consist of an organization or structure having many activities and emphasizing the involvement of many people. They feature clearly articulated goals, administrative supervision, long-term objectives, networks that allow for structural and nurturing collaboration, demonstration classes where teachers can observe and be observed, and portfolio assessments to assess pedagogical knowledge and skills. Wong describes how the induction process is rigorously monitored and evaluated in such programs and how the process flows seamlessly into sustained lifelong professional development.

In Chapter 4, Ellen Moir relates how, when in the mid-1980s California found itself facing a crisis caused primarily by exceptionally low rates of teacher retention, she was called upon to oversee the creation of a new program for teacher induction that resulted in a comprehensive new teacher support program with mentoring at its core. The program, The Santa Cruz New Teacher Project (SCNTP), was led by the University of California, Santa Cruz, in partnership with the Santa Cruz County Office of Education and all school districts in the area. Ellen describes what developing, implementing, and replicating SCNTP in several districts throughout the United States has taught us about the essential components of an effective induction program and the role of mentors.

In Chapter 5, Hal Portner contends that a major task for developers of an induction and mentoring program is to plan for its survival so that it can sustain and expand its vitality and positive impact on teaching and learning. Portner argues that an effective way to ensure induction and mentoring's longevity is to embed the program firmly into the culture of a school. He presents a set of three principles—Systems-Thinking, Collaborative-Doing, and Committed-Leading—that provide a framework upon which developers can create the conditions needed to do just that. He describes in detail how those principles were applied to the enhancement of a school system's existing induction and mentoring program.

MENTORING CONSTRUCTS AND BEST PRACTICES

Effective induction and mentoring programs incorporate a well-planned set of practices. Part II examines several of these approaches that are proving to be powerful mechanisms for achieving valued goals.

In Chapter 6, Jean Casey and Ann Claunch trace the stages of mentor development from novice to expert. The five stages include *predisposition*, *disequilibrium*, *transition*, *confidence*, and *efficacy*. Although individuals experience professional learning in a variety of ways, each stage of learning to mentor has identifiable attributes or characteristics. Casey and Claunch have found that mentors often reveal their developmental stage through the language they use to describe their work.

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In Chapter 7, James Rowley articulates the qualities of the good mentor by means of a framework that clearly defines the diverse roles a mentor teacher plays. Rowley defines high performing mentor teachers as having six essential qualities, each conceptualized as a personal or professional belief realized in the form of a set of congruent behaviors. Over the past few years, Rowley has found that of the six essential qualities, preparing mentor teachers to coach for classroom success has proved to be the most challenging for practitioners. Rowley discusses institutional resistance to mentor-as-coach, stresses the value of the process, asks policy-makers to reflect on where their state or school district program is at the present time in terms of their readiness to embrace the practice, and predicts its future development.

In Chapter 8, Barry Sweeny argues that people who lead and participate in induction and mentoring programs must purposefully redefine the way they and their institutions use professional time—even if doing so changes the culture of their school. They must, Sweeny insists, design their programs' activities to make the time available and not leave it to teachers to steal time from kids. Sweeny offers a variety of strategies for finding, making, and funding time for induction and mentoring and provides examples illustrating the application of some of those strategies.

In Chapter 9, Laura Lipton and Bruce Wellman emphasize the power of mentoring relationships to foster improved student learning. Lipton and Wellman define the three functions of learning-focused relationships—offering support, creating challenge, and facilitating a professional vision—that distinguish them from other types of possible interaction. They go on to present a continuum of learning-focused interactions that includes methods for navigating across three stances—consulting, collaborating, and coaching—to increase the effectiveness and productivity of the mentor-protégé relationship. The chapter concludes with an exploration of mentoring practices to support transitions from novice to more expert forms of teaching and provides indicators of those transitions.

CONNECTING MENTORING AND INDUCTION TO BROADER ISSUES

Induction and mentoring models have come to exert some powerful influences on people and programs outside of their immediate venue and in turn have been strongly influenced by other paradigms and systems.

In Chapter 10, Susan Villani maintains that school communities need to nurture leadership in many different ways if schools are to offer the opportunities for students and adults to learn and achieve at new heights. The concept of *parallel leadership* whereby teachers and their principals engage in collective action to build school capacity is especially effective, she postulates, and she suggests that induction and mentoring programs

have the potential, perhaps more than any other initiative, to both cultivate and provide opportunity for such leadership.

In Chapter 11, Janice Hall contends that state support of local induction and mentoring is essential. In order to ascertain the extent and influence of such support, Janice compares the involvement of states between 1998 and 2004, draws conclusions based on that comparison, and suggests ways such support can be strengthened.

In Chapter 12, Ted Britton and Lynn Paine describe the salient features of comprehensive teacher induction programs they have studied extensively in five countries around the world: China (limited to the city of Shanghai), France, Japan, New Zealand, and Switzerland. Britton and Paine suggest that U.S. induction and mentoring programs in general can benefit greatly by taking a critical look at the components that make up those successful programs.

Each chapter ends with an exercise designed to guide readers through reflecting on the possibilities of applying the chapter's material to their own programs.

Finally, Dennis Sparks reminds us that strong induction programs are the starting point of a continuum of professional learning that can extend across a teacher's career. When embedded in school cultures that value collaboration, view professional learning as part of teachers' daily work rather than as something separate from it, and promote continuous improvement in teaching and student achievement, induction programs are the starting point for a career-long commitment to professional growth and innovation.

ACKNOWLEDGMENTS

Several months ago I set out to examine the extent of diversity among teacher induction and mentoring programs in the United States in order to determine how and why various programs developed as they did, to identify areas where programs are effective, to consider where and how they might become even more successful, and to publish the results. It soon became apparent, however, that this would be a Herculean task not to be tackled by one individual. A project such as this would require the direct involvement of more than a few knowledgeable and committed people capable of bringing a variety of experiences and informed viewpoints to bear. In addition, these would need to be individuals who were willing to contribute their time and advice along with their expertise.

I contacted the educators, authors, practitioners, and consultants whom I most respected for their insights in and contributions to the field of induction and mentoring and invited them to be contributing authors to a proposed book I would edit. These are busy people, and I fully expected polite "thank you, but . . ." responses. Not so! Everyone I asked immediately and

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graciously accepted. These individuals not only agreed to share their expertise; they also agreed to share themselves. They made this book a truly collaborative effort by reviewing and critiquing each other's chapters and by offering me and each other suggestions and support along the way. I am profoundly grateful to each contributing author and am delighted to acknowledge their time, energy, and cooperation.

Carol Mullen is another colleague to whom I am very grateful. Dr. Mullen is an associate professor at the College of Education, University of Southern Florida, and coeditor of *Mentoring and Tutoring*, an international peer-review journal. Carol's advice and encouragement, especially in regard to the intricacies and niceties of editing a publication such as this, are very much appreciated.

I also want to acknowledge and thank Robb Clouse, editorial director for Corwin Press, for recognizing the significance of this book. Robb immediately set the wheels in motion needed to bring about its publication. Corwin's Rachel Livsey, acquisitions editor, and Phyllis Cappello, senior editorial assistant, were always helpful and understanding partners. I truly value their insightful comments and suggestions.

Finally, I am most grateful to my wife, Mary, for her liberal and unequivocal encouragement and support and her practical suggestions (she is, after all, an English teacher).

—Hal Portner

The contributions of the following reviewers are gratefully acknowledged:

D. Leonard
Staff Development Resource Teacher
BTSA: Beginning Teacher Support and Assessment
Torrance, CA

Audrey F. Lakin
Teacher Induction and Mentoring Coordinator
Community Unit School District #300
Carpentersville, IL

Carole Cooper
Director of Academic Accountability
St. Charles Community Unit District #303
St. Charles, IL