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The Impact of Training on Mentor and Student Teachers' Self Efficacy in Physical Education

Ana Lilia Cisneros
University of Texas at El Paso, lilia1132@yahoo.com

THE IMPACT OF TRAINING MENTOR AND STUDENT TEACHERS' SELF

EFFICACY IN PHYSICAL EDUCATION

Ana Lilia Cisneros

Department of Kinesiology

APPROVED :

_____
Rockie Pederson, Ph.D., Chair

_____
Darla Smith, Ph.D.

_____
Carolyn Awalt, Ph.D.

_____
Benjamin C. Flores, Ph.D.
Acting Dean of the Graduate School

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ANA LILIA CISNEROS, BS

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ABSTRACT

Providing support from an experienced teacher through mentoring has been seen as one way to reform teaching and teacher education. To keep talented beginning teachers in the profession, more than 30 states have implemented some form of mentoring program for novice teacher assistance. The purpose of this study was to investigate the impact of formal training on mentor and student teachers' self-efficacy in physical education. The study included eight mentors and seven student teachers in the experimental group and received training. Three mentors and three student teachers were part of the control group and received no training. All results indicated the mentor training had an impact on mentor and student teachers self-efficacy, but there was no statistical significant. Mentor Teachers ranked mentoring/modeling, opportunity to teach, professional support, and emotional support in the pre-survey as most important mentor characteristics. Student teachers ranked critical feedback, relationship, mentoring/modeling, and emotional support in the pre and post surveys as most important mentor characteristics. Some mentor teachers mentioned they became mentors because they were reminded of their mentors not helping them during their internship, while others became mentors because they wanted to provide student teachers with a background on how teaching is. The student teachers described the relationship with their mentors as positive, supportive, collegial, and even similar to a family member. The results of this study suggest that having a trained mentor can have a positive impact on the physical education student teachers' experience, but so can an untrained mentor.

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MANUSCRIPT

The Impact of Training on Mentor and Student Teachers'

Self Efficacy in Physical Education

Teacher retention figures clearly reflect that every school year teachers leave the field of

teaching (Caires & Almeida, 2007). Nationally, about 12 percent of new teachers fail to make it

through the first year of teaching. Fifty-one percent leave the profession within five years and

more than 60% leave within seven years (National Center for Educational Statistics, 2004). This

translates into time and money being spent annually on training new teachers who leave the

profession before they have an opportunity to develop into the experienced professionals that

schools need. A major reason for early departure from teaching cited by teachers who leave the

profession was the lack of support from administrators, colleagues, and parents (Gagen & Bowie,

2005).

Providing support from and consultation with an experienced teacher through mentoring

has been seen as one way to keep talented beginning teachers in the profession. To this end,

more than 30 states have implemented some form of a mentoring program for novice teacher

assistance (Evertson & Smithey, 2001). Several studies (Anderson, Barksdale, & Hite, 2005;

Evertson & Smithey, 2001; Stanulis & Floden, 2009; Yost, 2002; Giebelhaus & Bowman, 2002)

have shown that mentoring programs are highly useful strategies to assist with the transition

from teacher preparation programs to teaching and to improve retention rates.

Student teaching is considered a valuable component of teacher preparation programs;

real life classrooms present questions that only real-life experiences can answer (Gagen &

Bowie, 2005). Student teachers are challenged with bridging the gap between pedagogical

theory from teacher education programs and insights learned from their own educational

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experiences with the reality of inspiring and managing the learning of their students on a day to day basis (Moir & Gless, 2001).

The most common practice in traditional teacher preparation programs is to place student teachers with little regard to the supervisory practices of the mentor teachers. As a result, student teachers may end up working with mentor teachers that generally accept the opportunity to work with them because their principals have asked them to and not necessary because they want to. Often, these teachers are poorly prepared for the role of mentor, have unrealistic expectations, and are tentative about the feedback they give student teachers (Giebelhaus & Bowman, 2002). However, support of student teachers beyond the general assistance within the classroom is necessary. Being an effective mentor to a student teacher is an important job, but difficult because mentors need to be advocates, collaborators, problem solvers, and strategists on behalf of both themselves and the novice teacher (Gagen & Bowie, 2005). Mentors can provide critical support for a student teacher by establishing a positive environment and by offering reassurance that the novice teacher is capable of performing the job.

Self-efficacy is a person's belief about his/her own ability and capacity to accomplish a task or deal with the challenges of life. Yost (2002) defined teacher efficacy as intellectual activity by which one forges one's beliefs about his or her ability to achieve a certain level of accomplishment. Teacher efficacy has a direct link to student performance in the classroom. A teacher with high self-efficacy tends to provide the most beneficial learning environment for his or her students (Yost, 2002). Teachers with high self-efficacy are also more likely to learn and implement new classroom strategies if they have the confidence in themselves to be able to use them and affect student learning. Teacher self-efficacy is an important part of the mentor role.

Trained mentor teachers have the ability to instill a solid foundation for student teachers to begin their careers (Moir & Gless, 2001). Various methods are available to prepare mentor teachers for mentoring. Teacher preparation programs can require teachers who are interested in being a mentor to enroll in a course on the supervision of student teachers. Other methods include regularly scheduled workshops and seminars, in which teachers and university faculty discuss problems, concerns, and goals of the student teaching experience. These workshops and seminars can also serve as support for mentor teachers wanting to improve their supervisory skills (Horton & Harvey, 1979).

According to Moir and Gless, (2001), high expectations, knowledge of how to create equitable learning experiences, and a firm belief in the power of the teacher to affect student learning should be at the heart of every mentoring program. In order for mentoring programs to be effective, they must include a program vision, quality mentoring, and professional standards.

A mentoring program's vision establishes the program's goals and philosophies. Mozen, (2005) stated that supervision in student teaching is more meaningful if the student teaching experience is linked to the program's philosophies. Program leaders should seek to promote the highest quality of instruction possible, meaning they are willing to accept the responsibility for creating new professional expectations, for setting high standards and the organizational systems needed to support every teacher in reaching those levels of accomplishment (Moir & Gless, 2001). Quality mentoring programs must have as part of their vision the image of a successful teacher whose leadership capacity is developed from the moment the teacher enters the classroom.

Ingersoll and Kralik (2004) investigated the effects of mentoring on teachers in the first, second, and third years of their teaching career and whether they intended to remain in teaching

the fourth year in South Texas. Participants completed a questionnaire including items on four aspects of mentoring: (1) whether the respondent was provided a model teacher; (2) whether the respondent was provided a mentor teacher; (3) if so, the number of hours spent per week with the mentor; and (4) the new teacher's ratings of their satisfaction with the mentor program. The study found that mentoring had more impact on first year teachers than those who already had a year or two of experience. The new teachers that had a model teacher the first and second year were more likely to report they planned to continue than those who did not. The study also found that 90% of the novice teachers who had a mentor reported they planned to continue teaching, while only 61% of the non-mentored teachers planned to continue. Those that reported spending more than one hour per week with their mentor were also more likely to say they planned to continue (90%) than those who had less than one hour per week of contact time (76%).

The purpose of this study was to investigate the impact of formal training on mentor and student teachers' self-efficacy in physical education. The study focused on the following questions: (1) Does formal training increase mentor teachers' self-efficacy in guiding student teachers? (2) Does having training increase the amount of support provided by the mentor teachers' to the physical education student teachers? (3) Does having a trained mentor have a positive impact on the physical education student teachers' experience?

Methods

Study Design

According to UTEP Student Teaching Guidelines (2009), "The student teaching experience is designed to give the student teacher an opportunity to practice teaching in a real world setting under the supervision and direction of a cooperating teacher in a local school"

(p.1). This experience prepares students for making the transition from student to physical education teaching professionals.

Physical Education Teacher Education (PETE) student teachers complete a minimum of 15 weeks of full time student teaching for the student teaching internship. Since the Physical Education certification in Texas is All – Levels (K-12), student teachers spend half of the internship semester at an elementary school and the other half at a secondary school.

PETE student teachers were purposely assigned, based on the school's location, to specific Physical Education teachers in area school districts. All Physical Education teachers in assigned schools were invited to attend a formal mentor training prior to the beginning of the internship. Teachers self-selected to be in either the experimental group or the control group based on whether they attended the training or not. Mentor teachers who attended the training were in the experimental group.

Physical Education teachers who self selected to the experimental group participated in a one-day mentor training workshop. The first half of the mentor workshop involved only the mentor teachers and focused on the needs of student teachers, the characteristics of mentoring, and the mentoring role such as effective communication, collaboration, reflection, observation, and coaching. The second half of the workshop included the student teachers assigned to the teachers in the experimental group (Appendix p.58). The mentor and student teachers interacted with each other through cooperative activities. Each mentor teacher and his/her student teacher developed an action plan for the field experience during this portion of the workshop.

Teachers who did not attend the training were in the control group and used the traditional supervision approach. A traditional supervision was defined as providing immediate

feedback after the student teacher has taught a lesson and providing guidance throughout student teacher's field experience (Mawer, 1996).

Participants

A total of 11 Physical Education teachers participated in the study. Eight (4 female, 4 male) mentor teachers attended the mentor training and were part of the mentor experimental group (MEG). Four (1 female, 3 male) mentor teachers were part of the control group and received no training (MCG). The age of the MEG ranged from 40 to 60 ($SD = 10.26$) years and 37 to 62 ($SD = 8.22$) for the MCG. The MEG consisted of five elementary, one middle school, and two high school physical education mentor teachers. The MCG included one elementary and two high school physical education mentor teachers. The teaching experience of the mentor teachers ranged from 5 to 32 years ($SD = 8.98$) for the MEG and 20 to 38 years in the MCG ($SD = 9.45$). One mentor teacher had received some type of mentor training before the study.

Ten Physical Education student teachers participated in the study. Seven (4 female, 3 male) student teachers attended the mentor training and were part of the student experimental group (SEG). There were three (2 female, 1 male) student teachers in the student control group (SCG). The age of the SEG ranged from 21 to 40 ($SD = 6.36$) and 23 to 36 ($SD = 7.50$) in the SCG. There were four student teachers in the SEG that started their internship in the elementary school level, two in the high school level, and one on the middle school level. One student teacher in the SCG started in the elementary school level and two in the high school level.

Data Collection

Data for the study were collected during the Spring 2011 student teaching internship. All participants completed a survey based on the work of Hall, Draper, Smith, and Bullough, (2008) and on issues identified in the literature review. The survey included sections regarding

demographic information, self-efficacy, support, and additional comments the participants chose to include. The self-efficacy and support sections consisted of open ended questions using a Likert scale method ranging from 1 strongly disagree to 5 strongly agree. The participants responded to questions directly on the survey paper (Appendix on p. 84). The pre-survey was distributed to the MEG and SEG at the mentor workshop. The MCG and SCG completed the pre-survey through email before the beginning of the study. All participants completed the post-survey at the end of the study.

At the end of the internship, all mentor teachers completed a final evaluation required by the College of Education (COE) on his/her assigned student teacher. Student teachers completed an evaluation on his/her assigned mentor teacher at the end of the internship. The mentor teacher final evaluation was adapted from the work of Hall, Draper, Smith, and Bullough (2008); and Humboldt State University Education Preparation Program (Appendix p. 98).

Individual semi-structured interviews were conducted with all participants at the end of the internship. Interviews were audio taped and transcribed by the researcher. Questions adapted from the work of Glen, (2006) and Hall, Draper, Smith, and Bullough, (2008) for the student teachers and the mentor teachers were used (Appendix p. 101).

Data Analysis

Quantitative data collected from the mentor and student teacher surveys Part II-Self-Efficacy and Part III-Support were entered into a data base and analyzed using a repeated measures ANOVA to determine the change in responses between the mentor and student teacher pre and post surveys, testing for Group effect, Time effect, and the Group by Time interaction at the 0.05 level of significance. SAS Statistical Software was used.

Qualitative data collected from the pre and post mentor and student teacher surveys and weekly reflective journals were analyzed and categorized by common themes that emerged. For the reflective journals, responses were identified into general categories. The general categories were then grouped into sub-categories sharing common themes or characteristics.

Each open-ended question from the interviews was analyzed separately. Two questions that were chosen to report results on for the mentor and student teacher interviews. Survey Part IV-Importance of Mentoring Characteristics, where mentor and student teachers placed in rank order the aspects of mentoring, pre and post responses were analyzed by counting the mentor responses that gave a first, second or third rating.

Results and Discussion

The purpose of the study was to investigate the impact of formal training on physical education mentor teachers' effectiveness in mentoring PETE student teachers. No significant difference was found between the experimental and control groups ($p = 0.32$) at the end of the study. The experimental and control groups both responded similar on pre and post surveys. There was an upward trend from pre to post toward mentor teacher self-efficacy in both the experimental and control group.

Having training or not did not increase the amount of support provided to student teachers. Results indicated no significant interaction between the two groups ($p = 0.09$). Although there was no significant interaction in support provided, there was a decrease in mentor support provided throughout the internship. This could indicate that mentor teachers provided less support as student teachers progressed through their internship because student teachers started teaching classes on their own. Once the student teachers were teaching classes on their

own classes on their own on a regular basis, their mentor teachers might have felt more confident having them teach their classes.

There was no significant difference in group by time interaction between groups in student teacher self-efficacy ($p = 0.32$). However, there was a significant effect for time in student teacher self-efficacy ($p = 0.03$). Student teacher increased their self-efficacy as they went through their internship as mentioned in their journals. There was also a significant difference in time effect between groups in student teacher support ($p = 0.02$). More actual support may have been provided by the mentors than what the student teachers perceived as receiving.

When ranking mentoring characteristics, the results between mentor and student teachers were different. Mentor teachers ranked mentoring/modeling, providing opportunities to teach, and professional support as the most important (Table 1). According to research these characteristics may have been ranked more important by mentors because these are the main things that mentor teachers are supposed to do when working with student teachers. Hall, Draper, Smith, and Bullough, (2008) indicated 44% of mentor teachers perceived modeling/demonstrating and 32% perceived opportunities to teach as most important mentor responsibilities. Weasmer & Woods, (2003) also found that it is essential for student teachers to have a model to imitate.

However on the pre-survey, student teachers ranked getting critical feedback, having a good relationship with their mentor, and mentoring/modeling as most important (Table 1). Getting critical feedback helps student teachers understand exactly what they need to work on. Having a good working relationship with their mentors makes student teachers feel more at ease working with a physical education teacher who has multiple years of experience. The literature

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indicated that relationship building should be the first priority for a successful mentor and mentee experience (Heung-Ling, 2003).

One mentor teacher mentioned it was difficult to rank the characteristics because he believes they can change during the student teaching process and experience. The difference in rankings for both mentor and student teachers suggested this might be the case. For example, in the post-survey, mentor teachers ranked relationship higher than in the pre-survey (Table 2). This change may have to do with just finishing their experience with their student teachers. Mentors might have remembered different incidents working during the internship that made them rank relationship higher. The only ranking that both mentor and student teachers agreed on was emotional support as last.

Table 1 Importance of Mentoring Characteristics for Mentor Teachers- Change to average ranks across Pre and Post

Part IV: Importance of Mentoring Characteristics					Part IV: Importance of Mentoring Characteristics			
Mentor Teachers Pre-Survey					Mentor Teachers Post-Survey			
	Mean	Std Dev	Rank			Mean	Std Dev	Rank
Mentoring/Modeling	2.545	1.864	1		Mentoring/Modeling	2.667	1.923	1
Opportunity to Teach	3.545	1.809	2		Opportunity to Teach	3.417	3.417	2
Professional Support	3.545	2.067	3		Relationship	3.417	2.065	3
Teaching Experience	3.727	1.849	4		Professional Support	4.167	2.038	4
Relationship	4.364	1.804	5		Critical Feedback	4.500	1.508	5
Critical Feedback	4.364	1.859	6		Teaching Experience	4.750	2.006	6
Emotional Support	5.909	1.578	7		Emotional Support	5.083	5.083	7

Table 2 Importance of Mentoring Characteristics for Student Teachers- Change to average ranks across Pre and Post

| Part IV: Importance of Mentoring Characteristics | | | | Part IV: Importance of Mentoring Characteristics | | | |
| Student Teachers Pre-Survey | | | | Student Teachers Post-Survey | | | |
	Mean	Std Dev	Rank			Mean	Std Dev	Rank
Critical Feedback	2.700	1.418	1		Critical Feedback	2.500	1.509	1
Relationship	3.300	2.111	2		Relationship	3.500	2.014	2
Mentoring/Modeling	3.300	1.947	3		Mentoring/Modeling	3.600	1.578	3
Teaching Experience	3.800	1.874	4		Opportunity to Teach	4.100	2.079	4
Opportunity to Teach	3.900	1.969	5		Teaching Experience	4.200	1.229	5
Professional Support	5.200	0.919	6		Professional Support	4.200	2.201	6
Emotional Support	5.800	2.098	7		Emotional Support	5.900	2.132	7

More detailed information about mentor roles was in the mentor teacher journals. The themes from the mentor journals were: student teachers were eager to teach; student teachers were introduced to faculty and students; student teachers spent first week observing classes and routines; student teachers began teaching classes by the second week; student teachers were given the opportunity to teach; and student teachers were gradually getting better through internship. The student teachers being eager to teach theme was supported by previous research (Gagen & Bowie, 2005). Another theme was that mentor teachers gave student teachers the opportunity to teach. This was consistent with information provided in the mentor training and with the ranking of mentoring characteristics in their surveys. Previous research has also reported that 32% of mentor teachers ranked providing opportunities to teach as most important (Hall, Draper, Smith, & Bullough, 2008).

The themes in student teacher journals were: given the opportunity to teach; mentor teacher gave feedback and advice; team taught with mentor; was able to relate to students;

learned through experience; followed discipline plan; had mentor support; and had a learning experience working with mentor. The theme learning through experience about classroom management and discipline was found in both mentor and student teachers journals. Student teachers indicated they learned about discipline through situations like students arguing and about management through trying different ways of having their classes line up and warm up. These concepts learned through experience were consistent with previous research about student teacher preparation programs. Knowing how to react to students acting up, for example, can't necessarily be learned in a course (Gagen & Bowie, 2005; Ryan et al., 1979).

The mentor teachers provided feedback and support theme found in the student teacher journals was also consistent with how the student teachers ranked critical feedback as most important in their pre and post surveys. Mentors provided support by giving the student teachers advice, answering their questions, and being available when needed. This was also seen in previous research as a mentor characteristic (Hall, Draper, Smith, & Bullough, 2008; Weasmer & Woods, 2003).

Additional themes emerged from the participant interviews. All mentor teachers were interviewed at the end of their time working with their assigned student teacher. Two questions were chosen to report results on: (1) Why did you decide to become a mentor and (2) What has been the most challenging part of mentoring? The themes that emerged for question one were: want to help others; reminded of their own internship; enjoy working with the university and new student teachers; to provide support; and to provide a background on how teaching really is.

Some mentor teachers stated they became mentors because they were reminded of their mentors not helping them during their internship, while others became mentors because they wanted to provide student teachers with a background on how teaching is. These reasons are

different from previous research which indicated that teachers sometimes become mentors just to accept the opportunity to work with student teachers (Giebelhaus & Bowman, 2002). For the mentor teachers in this study having these reasons for becoming mentors, may have had an effect that resulted in their student teachers having a good learning experience. A study by Hall, Draper, Smith, and Bullough, (2008) also indicated that the perceptions mentors have may be influenced by the kinds and quality of the mentoring experience they have had.

The other question chosen to report results on from the mentor teacher interviews was (2) What has been the most challenging part of mentoring? The themes were: finding time to go over lesson; not having enough time with student teacher; being able to separate physical education and coaching; being a good example; and providing feedback. Mentor teachers mentioned in their interviews that giving critical feedback was one of the most challenging tasks to do as a mentor. This was consistent with previous research which reported mentor teachers tend to be tentative about the feedback they give student teachers (Gagen & Bowie, 2005; Giebelhaus & Bowman, 2002). This also has to do with the mentor teacher taking the time to observe and provide the student teacher with feedback, which mentors stated was done. Research stated there is a need for time to conduct complete and meaningful observations of teaching and appropriate constructive feedback (Giebelhaus & Bowman, 2002).

All student teachers were interviewed at the end of their time with their assigned mentor teacher. There two question chosen to report results on were: (1) Describe the relationship with your mentor teacher and (2) How was your mentor helpful? The themes for question one were: good; professional; and family type of relationship. The student teachers that described their relationship with their mentor teacher as being good also described their mentors being positive, supportive, and open to new ideas.

Student teachers described their mentors as positive, supportive, collegial, and even similar to a family member. Previous research stated it is the approach to mentoring that determines whether the relationship will be practical, collegial, or collaborative (Weasmer & Woods, 2003). The mentor teachers providing support, giving advice, and answering question as mentioned in the student teacher journals in this study, were what made student teachers feel they had a good learning experience when working with their mentors. This is consistent with previous research which states that the mentor and mentee relationship should be a priority for a successful experience (Hieung-Ling, 2003).

The second question from the student teacher interviews was: (2) How was your mentor helpful? The themes found were: introductions; discipline; feedback; not to be afraid to teach; made them feel confident; help with lesson plans; providing ideas; helping with classroom management. Their mentors were helpful by telling them not be afraid to teach and making them feel more confident. This is similar to previous research, which has stated mentors soothe student teachers' concerns, allow confidence to build, and give student teachers time to work things out in practice (Awaya et al., 2003). Student teachers also mentioned their mentor teachers were helpful with classroom management. Classroom management is one of the biggest concerns for student teachers according to previous research (Evertson & Smithey, 2001).

Overall, both mentor and student teachers reported having a good learning experience with each other. One of the questions in the evaluation asked student teachers to give their mentor an overall rating. The mean was 3.83 (SD = 0.389) out of 4.0. This means that most of the student teachers gave their mentor a rating of 4 stating their mentor had met mentor

responsibilities. Based on comments Trained student teachers would recommend another student teacher to work with their mentor teachers (trained or untrained).

Conclusion and Implications

Although there was no significant difference between the mentor and student teachers that attended the mentor training, mentoring programs can be helpful. The mentor training used for this study provided the mentor and student teachers useful information. For example, mentor teachers mentioned in their interviews that the evaluation rubric provided to them at the training was very helpful in evaluating the student teachers. They also thought getting an evaluation from their assigned student teacher would help them improve on being a mentor. The mentor training was held before the student teacher internships, which meant the participants in the experimental group, met each other before working together. Several of the mentor and student teachers who attended the mentor training also stated in their interviews that it was helpful to meet each other before working together. Meeting each other helped them break the ice and not be as nervous showing up to their internship to a new school on their first day.

Although no significant difference was found in self-efficacy and support between trained and untrained mentor and student teachers. The study did find that mentor and student teachers have a different perception of what is more important for a mentor to provide. The mentor teachers felt that mentoring/modeling and providing an opportunity to teach were the most important mentor characteristics. However, student teachers felt that receiving critical feedback and the type of relationship they have with their mentor were most important mentor characteristics. Student teaching is a valuable component of the teacher preparation program. It is the first experience student teachers have with a class of their own. The relationship they end up having with their mentor will help them get through the experience or not.

All the mentors participating in the study were good experienced mentors and this might be the reason why there was no significant difference in the results. This might have to do with years of teaching experience or how many student teachers they have mentored before as well. These two factors were not analyzed in this study, but might reveal a difference in future studies.

One change to improve the mentor training includes providing mentor teachers with different strategies of giving feedback to student teachers. This would help the mentor teachers feel more comfortable giving the student teachers feedback and to not be afraid something they might say may hurt student teachers' feelings. Training mentor teachers on using written rubrics to give feedback to student teachers may also be helpful. Providing the teachers with more time to interact with their student teachers during the mentor training can also be helpful. For example, the mentor and student teachers both benefit from doing activities in which they both have to act out positive and negative classroom scenarios. An activity like this one can help mentor and student teachers start building their relationship.

Overall trained and untrained mentors and student teachers reported having a good learning experience working with each other. Learning is happening on both sides. Mentor teachers learn from student teachers just as student teachers can learn from their mentors. Having a trained mentor can have a positive impact on the physical education student teachers' experience, but so can an untrained mentor. With the growing number of teachers leaving within the first years of teaching it's important to remember that student teaching is considered a valuable component of teacher preparation programs and student teachers need a good guide and model to follow through their fist teaching experience.

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CHAPTER 2:

LITERATURE REVIEW

The Impact of on Training Mentor Teachers and Student Teachers'

Self Efficacy in Physical Education

Introduction

Only one out of five beginning teachers feels "very well-prepared" to work in today's classrooms (Giebelhaus & Bowman, 2002; The National Center for Educational Statistics, 1999). Being "well-prepared" means ready to deal with everyday teaching activities such as addressing state and district standards, attending meetings, planning for instruction, interacting with other teachers, and addressing needs of diverse students. Beginning teachers believe that collaboration with other experienced teachers improves their performance.

Support from and consultation with an experienced teacher through mentoring has been seen as a way to reform teaching and teacher education. To keep talented beginning teachers in the profession, more than 30 states have implemented some form of mentoring program for novice teacher assistance (Evertson & Smithey, 2001). Retention of effective novice teachers is one way to improve overall teaching quality. Studies (Anderson, Barksdale, & Hite, 2005; Evertson & Smithey, 2001; Stanulis & Floden, 2009; Yost, 2002; Giebelhaus & Bowman, 2002) have shown that mentoring programs are highly useful strategies to assist with the transition from teacher preparation programs to teaching and to improve retention rates.

Teaching is the only way one can learn to teach (Ryan et al., 1979). Student teachers entering their internship have observed teaching since kindergarten but have had limited opportunities to be the teacher. A student teacher is an undergraduate student who has fulfilled all course requirements in a teacher education program and is beginning his/her student teaching internship. After completing a teacher preparation program, beginning teachers' in their first

year of teaching have the chance to implement the teaching philosophy they believe in and practice what they have learned. Both student and beginning teachers think about how well their teacher preparation program prepared them for their first year of teaching. A novice teacher is defined as any certified teacher having less than one year of teaching experience.

Ryan et al., (1979) focused on novice teachers during their first year of teaching. In the study, 18 first year teachers were observed and interviewed to gain insight on their perceptions of the value of their teacher education programs as they began their careers. One teacher stated, "My teacher training program was good, but so much more was needed that can't be put in a course or a textbook" (Ryan et al., 1979, p. 269). Another commented that teacher programs only provide the basic knowledge and skills generally required of all teachers and stated, "Until you are there, and until you are the one responsible, you can't really understand what it is like" (Ryan et al., 1979, p. 269).

Both student and novice teachers face daily challenges such as deadlines, knowledge of procedures and expectations, classroom management, and standardized testing. Demanding so much of novice teachers without offering means to accomplish these tasks sets them up for failure by the schools (Gagen & Bowie, 2005). It is especially difficult for student teachers to meet these challenges during their internship because they are playing dual roles, as a student and as a teacher. Also, both student and novice teachers might have a hard time meeting these challenges because they are busy trying to keep up with all the new content, new technology, and new methodologies. However, providing them with mentoring by experienced teachers (such as a cooperating teacher or mentor who is trained) can help novice teachers meet these challenges.

Experienced teachers acting as mentors to novice teachers provide structure and support during the acclimation to the demands of the classroom and school environment. Novice

teachers need a place to vent, discuss situations that may arise as part of the classroom environment, and to propose strategies that may or may not be useful in the classroom (Gagen & Bowie, 2005). The mentor should be an experienced teacher who shares a common discipline or teaching grade level with the novice teacher he/she is mentoring. Mentors are often recruited without considerations as to whether or not they have the available time or have had previous training (Mawer, 1996; Evertson & Smithey, 2001). Schools may not provide training for mentors because they assume that their previous experience has been sufficient training for the position. It is extremely important for mentors to know the characteristics they will need to be effective mentors.

A mentor teacher is a certified teacher with more than one year of teaching experience who has agreed to mentor a student teacher. A mentor is a trusted counselor or guide who needs to be an advocate, a collaborator, a problem solver, and a strategist (Gagen & Bowie, 2005). Research studies have reported different mentor characteristics. According to Hall, Draper, Smith, and Bullough (2008), mentor teachers play a variety of roles in mentoring: parent figure, trouble shooter, scaffolder, counselor, supporter, instructional model, coach or guide. Characteristics reported by Chi-kin Lee and Feng (2007), included positive role model, developer of talent, protector, sponsor, and successful leader. Awaya, McEwan, Heyler, Linsky, Lum, and Wakukawa (2003), describe mentoring as a journey that involves the building of an equal relationship characterized by trust, sharing of expertise, and moral support. These are the important characteristics effective mentors need when mentoring a student and/or novice teacher.

Various methods are available to prepare mentor teachers for their responsibilities. Teacher education programs can require teachers who are interested in being a mentor teacher to enroll in a course on the supervision of student teachers. Other methods include regularly

scheduled workshops and seminars for mentor teachers, in which teachers and university faculty discuss problems, concerns, and goals of the student teaching experience. These workshops and seminars can serve as support for mentors wanting to improve on their supervisory skills (Horton & Harvey, 1979).

All three members that are part of mentoring process, the university supervisor, the mentor teacher, and the student teacher, can benefit from attending these of courses and workshops. For example, the university supervisor and the mentor teacher can learn valuable information about different types of instruments they can use to evaluate student teachers. Getting evaluated by different people can bring different perspectives to student teachers and can help them in various aspects of their performance (Tillema, 2009). Workshops can be places for university supervisors and mentor teachers to discuss problems and progress of individual student teachers fully and openly. This open communication between both parties will give the mentor teacher suggestions and recommendations about what needs to be improved or changed (Horton & Harvey, 1979).

The purpose of this study is to investigate the impact of formal training on physical education mentor teachers' effectiveness in mentoring student teachers. The study focuses on the following questions: (1) Does formal training increase mentor teachers' self-efficacy in guiding student teachers? (2) Does having training increase the amount of support provided by the mentor teachers' to the physical education student teachers? (3) Does having a trained mentor have a positive impact on the physical education student teachers' experience?

Attrition and Teacher Turnover

Teacher retention figures clearly reflect that nearly one thousand teachers leave the field of teaching every school year (Caires & Almeida, 2007). Nationally, about 12 percent of new

teachers fail to make it through the first year of teaching. Fifty-one percent leave the profession within five years and more than 60 percent leave within seven years (National Center for Educational Statistics, 2004). This translates into too much time and money being spent on training new teachers who leave the profession before they have an opportunity to develop into the experienced professionals that schools need. The lack of support from administrators, colleagues, and parents have been cited by teachers as the major reasons for early departure from the classroom (Gagen & Bowie, 2005).

Ingersoll and Kralik, (2004) reviewed 150 studies on mentoring programs. One of the studies reviewed was on the New York City Retired Teachers as Mentors Program. The primary focus of the study was the retention of novice teachers involved in this program. The 273 participants included 160 new teachers that were mentored by retired teachers and 113 non-mentored new teachers. The mentors selected for the program participated in a four day summer training workshop.

The four day summer training workshop used in the study emphasized the importance of consultant service as distinct from teaching or supervising along with approaches in working with adults as peers, techniques in identifying problems of the new teacher, new curriculum developments, and ways to assist teachers with main teacher functions. During the year three additional seminars were also conducted for mentors. These focused on their concerns and the educational needs for mentees perceived by the school administration.

The mentors were assigned to work approximately 66 hours during the school year with the designated mentees. The mentors allocated one hour each month to the new teachers and developed work plans, gave demonstrations, discussed planning, provided coaching on recommended practices, assisted in establishing routines, offered examples of classroom

management and discipline, and served as a sounding board for teachers who felt that they could express their problems and anxieties.

The researchers looked at the amount of assistance mentee teachers received with daily tasks. The mentees received the majority of assistance from their individual mentors, while the non-mentored teachers had to rely on school support services. The study concluded that mentees had slightly higher retention than non-mentored novice teachers. This was determined by evaluations that included data on new teachers who benefited from mentor assistance compared with those new teachers who only received the usual supervisory assistance.

Another program reviewed by Ingersoll and Kralik (2004) was the Texas Study of New Teacher Retention. This study investigated the effects of mentoring on teachers in the first, second, and third years of their teaching career and whether they intended to remain in teaching the fourth year. The participants were 228 new teachers in South Texas from 42 school districts. The participants completed a questionnaire including items on four aspects of mentoring: (1) whether the respondent was provided a model teacher; (2) whether the respondent was provided a mentor teacher; (3) if so, the number of hours spent per week with the mentor; and (4) the new teacher's ratings of their satisfaction with the mentor program. A model teacher was defined as a veteran teacher observed by the new teacher. The number of hours spent per week with a mentor the participants had to choose from in the questionnaire was less than an hour, 1-3 hours, or more than three hours.

The study found that mentoring had more impact on new first year teachers than those who already had a year or two of experience. The new teachers that had a model teacher the first and second year were more likely to report they planned to continue than those who did not. The study also found that 90% of the novice teachers who had a mentor reported they planned to

continue teaching, while only 61% of the non-mentored teachers planned to continue. Those that reported spending more than one hour per week with their mentor were also more likely to say they planned to continue (90%) than those who had less than one hour per week of contact time (76%).

Another study that looked at teacher retention in beginning teachers was one by The State Board for Educator Certification along with The Charles A. Dana Center which conducted evaluations of the Texas Beginning Educator Support System (TxBESS) in 2002 and 2003. The TxBESS was a statewide comprehensive program of support, training, and formative assessment to assist beginning teachers in Texas public schools. Teacher mentors and other support team members such as school campus and district administrators, education service center staff members, and faculty members from teacher preparation programs offered their support and guidance during the beginning teacher's first year of teaching. One of the primary goals of the program was to improve beginning teacher retention rates.

The education service centers provided training for support team members based on the TxBESS Performance Standards, which provided direction in program design, organization, and context; strategies for the support and formative assessment for the beginning teachers; and resources to operate and strengthen the program. The TxBESS Activity Profile (TAP) is the formative assessment used based on the TxBESS Performance Standards for teachers. The TAP was design to stimulate professional conversation about teaching and to encourage reflection and professional growth on the part of the beginning teacher (Charles A. Dana Center, 2002).

About 15% of new teachers in the state participated in TxBESS. An annual questionnaire was mailed to obtain information from the participants, which asked for information on the nature of the relationship between the individual mentors and mentees. The information

included was time spent with mentor, whether release time was given to both the mentor and

mentee for meetings, whether a mentor was desired by the mentee and the nature of the meetings

with the mentor. The study compared annual retention rates of the TxBESS participants with

those of all the beginning teachers on the state from the 1999-2000 through the 2002-2003

school years (Charles A. Dana Center, 2002).

The study found that program participation had positive effects on beginning teachers'

retention. In the analysis of cumulative retention of the first cohort that entered in 1999-2000

school year, Fuller (2003) found that TxBESS participants left teaching at lower rates than

beginning teachers who had not participated in the program each of their first three years on the

job (Ingersoll and Kralik, 2004). There were 89.1% of beginning teachers who went through the

TxBESS program and returned for a second year of teaching, while 81.2% of nonparticipant new

teachers returned after year one. After the second year, 82.7% of the participants remained,

while only 74.3% of nonparticipants did so. After the third year, 75.7% of the participants

remained, while only 67.6% of others did so. These studies provide empirical support for the

claim that assistance for new teachers and teacher mentoring programs have a positive impact on

teachers and their retention.

The Need for Mentoring Programs

Student teaching experiences are considered a valuable component of teacher preparation

program. Student teachers are challenged with bridging the gap between insights learned from

their own educational experiences and pedagogical theory from teacher education programs with

the reality of inspiring and managing the learning of their students on day to day basis (Moir &

Gless, 2001). However, the real life classroom will present questions that only real-life

experiences can answer (Gagen & Bowie, 2005). Mentoring programs can provide student

teachers with assistance in making the transition from student to teacher, can help guide them through their first actual teaching experience, and can provide them with support.

Giebelhaus and Bowman (2002) conducted a 10 week long investigation in which they observed the impact of specific methods of mentor training on the demonstrated classroom performance of pre-service teachers. They examined the effects of two levels of mentor training of cooperating teachers on student teachers' demonstration of 19 specific target criteria under four domains. These 19 specific target criteria under four domains came from the Praxis III/Pathwise and the four domains were organizing content for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism. The participants were 29 student teachers from two mid western National Council for Accreditation of Teacher Education (NCATE) teacher education institutions. They compared 14 cooperating teachers in an experimental group that received 10 training sessions to a control group of 15 cooperating teachers that used a traditional supervision approach. The cooperating teachers were selected based on their teaching experience and educational background. Data for the study were collected for a 10-week field experience. Data were collected through a videotaped lesson and support tools of the Praxis III/Pathwise at midpoint (during the middle 4 weeks) and final point (during week 9 of student teaching).

The mentor teachers in the control group received the required orientation to student teaching concentrating on the roles and the responsibilities of a mentor teacher and the general principles and practices of supervision. Topics included in the orientation were conferencing strategies, roles of mentor teachers, methods of observation, and data collection. The mentor teachers were also told to conduct weekly observations and conferences with the student teacher. The mentor teachers in the experimental group were trained with the same information used to

train the control group but also included the process of Praxis III/Pathwise framework. These mentor teachers attended 10 training sessions on the Praxis III/Pathwise framework and discussed the criteria for each domain. The mentor teachers in the experimental group were told to meet with their student teacher and to use the evidence gathered from Pathwise as frame for conversation and feedback.

The data indicated that student teachers who collaborated with trained mentor teachers and used a common framework for discussion demonstrated more complete and effective planning, more effective classroom instruction, and greater reflectivity on practice than those whose mentor teachers only received the orientation. Results demonstrated statistical significant differences in favor of the experimental group on 11 of the 19 criteria examined. The results of this study indicate that mentor training does assist that mentor teachers by equipping them with a framework for providing effective and comprehensive feedback to guide student teachers through their first teaching experience.

Mentoring has been used in many professional development settings to support individuals new to a profession. Day (1999) wrote that mentoring is often seen as a structured personal support for learning or learner support. Mentoring programs can provide student teachers with the support they need. Lee and Feng (2007) conducted a study to find out the different kinds of support provided by mentoring teachers to first year teachers in Guangzhou, a southern city in China. The participants were 8 mentor teachers and 8 student teachers; 8 mentor-protégé dyads. The student teachers were placed in one of three schools. School A was a prestigious school situated in and old area and had both junior and senior secondary sections. School B was an ordinary school situated in a new city area and had both junior and senior secondary sections. School C was also an ordinary school situated in the suburbs with students

from both urban and rural households and only had a junior secondary section. Student teachers were assigned to their mentor teachers by the school administration and student teachers and their assigned mentor teacher taught the same subject. Data were collected through field observations, interviews and documentary analysis.

The most frequent types of mentoring support were the provisions of information, mutual lesson observation, collaborative lesson preparation and discussion in the office. For provision of information the researchers referred to the supply of reference materials and occasionally sharing of the mentoring teachers' lesson plans with mentees. Two mentoring teachers from dyads in school A were willing to provide first year teachers with their own lesson plans. Mutual lesson observation was the main form of mentoring support in the three case study schools. In school A the mentor and the mentee had an agreement for observing each other's lesson every week. In school B the mentoring teacher observed at least one of the mentee's lessons per week and the mentee needed to be observed by the mentoring teacher not less than one lesson per week. School C had no requirements and there was little monitoring of the frequency of lesson observations.

Collaborative lesson preparation was another kind of mentoring support found. Each school varied in the arrangement of lesson preparation. School A had two lesson preparation sessions for two lessons lasting about one and half hours, every week. School B and C had lesson preparation sessions organized on alternate weeks. In all three schools the mentor-protégé dyads would discuss and agree on the content and pedagogical arrangements of a teaching unit including a few lessons during the collaborative lesson preparation sessions. With regards to discussion in the office some of the mentor-protégé dyads didn't have the opportunity to discuss their ideas on subject teaching or concerns because the office layout in schools A and B was

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based on grade level while in school C it was based on subjects. A pair of mentor-protégé in school B, often worked in the same office in the evenings and they were able to exchange views on teaching issues and every day matters. Working in the same office made it easier for them to communicate and interact. The results from this study show that mentoring programs can provide student teachers with support in different aspects of teaching they will be exposed to in their student teaching experience.

The Mentoring Role

The most common practice is for university teacher preparation programs to place student teachers with little regard to the supervisory practices of the mentor teachers. As a result, student teachers end up working with mentor teachers that generally accept the opportunity to work with them. However, mentor teachers are frequently not prepared for the role of mentors, have unrealistic expectations, and are tentative about the feedback they give student teachers (Giebelhaus & Bowman, 2002)

Support of novice teachers beyond the general assistance within the classroom is necessary. Mentors can provide critical support for a novice teacher by establishing a positive environment and by offering reassurance that the novice teacher is capable of performing the job. Providing an effective mentor to a novice teacher is an important job and difficult because mentors need to be advocates, collaborators, problem solvers, and strategists on behalf of both themselves and the novice teacher (Gagen & Bowie, 2005).

Even though the education community understands that mentors can have a positive effect on teacher retention, questions such as what mentors should do, what they actually do, and what novices learn as a result, remain. Awaya, McEwan, Heyler, Linsky, Lum, and Wakukawa, (2003) considered the mentor/protégé relationship to include the characteristics such as the

mentor/protégé relationship as a journey, the equalitarian nature of the relationship, the mentor as a source of moral support, and the mentor's skills in allowing the protégé to show their stuff. They view mentoring in the image of a journey because there are mile markers, direction, terrain, routes and destinations in the process. They view mentors as trusted guides because they have made the journey before. The equalitarian nature of the relationship exists only in the context in which neither party holds power over the other.

Providing moral support is at the top of the list of things that are critical to developing a strong mentor protégé relationship. Teaching in a classroom of your own for the very first time can be highly stressful. Student teachers can face things like finding their teaching assignment to be much more challenging, teaching an unfamiliar grade level, or working with a significantly different population of students. It is crucial for a mentor to understand how to deal with things like these in order to be effective (Awaya et al., 2003). Mentors sometimes need to let the student teachers unload on them and be their sounding board to provide support. Mentors soothe student teachers' concerns, allow confidence to build, and give student teachers time to work things out in practice. Mentors trust their student teachers and let them develop their own image of a professional. Mentors need to learn when to let the students teachers try things out for themselves and let them make their own mistakes so that they can learn from them.

The mentor teacher's perception of his or her role will govern the way the student teacher is mentored (Weasmer and Woods, 2003). It is the approach to mentoring that determines whether the relationship will be practical, collegial, or collaborative. Weasmer and Woods (2003) conducted a study to determine how cooperating teachers perceived their roles in the mentoring process. The participants were 28 (5 male and 23 females) public school teachers from a range of disciplines who had served as mentor teachers previously and who represented a

range of disciplines. They completed surveys and were interviewed. Most participants identified their roles as models, mentors, and guides.

The study found that it is essential for student teachers to have models to imitate. By observing a variety of approaches to instruction, student teachers are better prepared to attempt to replicate those practices. One mentor, a speech clinician expressed the student teachers' dependence on a model by stating, "They come in and they keep telling me, if I hadn't seen you do this, if I hadn't seen you work with a child, I might not have known to do that" (Weasmer and Woods, 2003; p. 175). Modeling that occurs during student teaching not only benefits the student teacher, but the mentor teacher as well. Another mentor, a physical educator from this study stated that he found he taught his best with the added pressure of someone watching.

Many of the cooperating teachers in this study used an intervention approach to mentoring. The mentor teachers observed, took notes, and conferred with the student teachers about their areas of strength and areas where goals should be set. A middle school math teacher stated that she made it a point for her student teacher to see that her teaching method was not the only way and often invited the student teacher to go observe others. A third grade teacher also stated that they did a lot of team teaching with their student teacher because when two minds came together to determine what unfolded in the classroom the alternatives might be limitless.

It is the mentor's task to guide the student teacher into unknown territory. Weasmer and Woods, (2003) also found that mentor teachers agreed that ongoing communication where feedback is given both ways is crucial. A middle school educator said, "We had an ongoing communication, where feedback was given both ways. She would give me good feedback too. So it made me reflect on what I was doing because she would be looking up to me to guide her" (Weasmer and Woods, 2003; p. 176). The study also found that mentor teachers thought

interrupting the student teachers while teaching was acceptable if needed. Some stated the need for an interruption if the student teacher was veering off track, demonstrating lack of classroom management skills, or was misinforming the students. Another important part of the mentoring role that mentor teachers need to know about is that they must operate as teacher of children and teacher of teachers.

Another study by Hall, Draper, Smith, and Bullough (2008) used surveys to understand mentor teachers' perceptions of a mentor's role and responsibilities in contrast to a normative view of mentoring. Data collection was done in two phases: (1) the administration and analysis of an open ended survey designed to gain an understanding of the participating mentors' perceptions of their roles and responsibilities; and (2) a follow-up phone interview with a randomly selected group of the mentors who had responded to the survey. The purpose of the second phase was to understand the relative value mentors place on different aspects of mentoring and to explore the impact of a difficult mentoring situation on their thinking about mentoring and of themselves as mentors. The participants were 264 mentor teachers who participated with a university teacher preparation program in preparing pre-service teachers and who have worked with pre-service teachers who are far enough along their professional career that they have some responsibility for curriculum and implementation and for overall classroom management.

The survey contained open-ended questions that were analyzed through an inductive process to gain insight on how participants perceived their roles as mentors. The questions on the survey included questions such as: (1) What do you bring to the mentoring relationship? What special abilities, characteristics, or qualities do you bring to the relationship?; (2) Describe what a mentor does. What are the responsibilities of a mentor?; and Have you ever received

special training or preparation to become a mentor? Yes/No. If you have, please describe what this training was like? There were 34 of the respondents selected to participate in a 20-min telephone interview. The mentors were asked to rank order the following different aspects of mentoring with a 1 being most important and a 7 being the least important: providing critical feedback, personal relationship, standards, personal characteristics, modeling/demonstration, emotional support, and offering opportunities to teach. In the interviews the participants were also asked a series of questions to discuss some of the confusion and disagreement concerning mentor characteristics that had appeared in the analysis of the open-ended questions.

The researchers came up with four major categories for the responses to question one (1) emotional and professional support; (2) university assignment to supervise; (3) critical evaluation and reflection; and (4) team teaching/collaboration. The support described by the mentors was professional and emotional. The majority of the responses were related to professional support, like ways in which the mentor helps the pre-service teacher carry out professional responsibilities such as ideas for planning, behavior management, and modeling teaching strategies. Emotional support was an important aspect of this category but mentors gave less detail on how they provided emotional support. The responses related emotional support to include provide support for both academics and emotional and mentor through life struggles and adaptation to teaching. Based on the large number of responses related to support (73%) this appeared to be an important part of how the mentors view their roles and responsibilities.

The university assignment to supervise category represented the most basic responsibilities of a mentor, as outlined by the university. For example, allowing a pre-service teacher time to teach in your classroom, carrying out observations, completing forms. The percentage of responses for this category (17%) represented far less than support.

Critical evaluation and reflection was considered to include helping the pre-service teachers address their weaknesses and providing opportunities for them to reflect on their practice in attempting to resolve problems and improve their teaching. The mentor responses included pointing out strengths, weaknesses, and giving both positive and negative feedback. The percentage of responses for this category was 8%.

Team teaching and collaboration were related to the view that the mentor was responsible for having the pre-service teacher work closely with them in planning and implementation curricula. The mentor responses in regards to team teaching and collaboration included team planning and working together. Only 2% of the responses were related to this category meaning mentors did not view team teaching and collaboration as central to their roles and responsibilities.

For question 2, What do you bring to the mentoring relationship?, the researchers found four major categories: (1) personal qualities; (2) experience (knowledge and years); (3) constructive criticism; (4) a place to teach. Personal qualities were generally described as individual talent and abilities the mentors brought to the relationship such as being friendly, honest, and a good listener. The largest percentage of responses (48%), were related to personal qualities. The personal qualities described by mentors are those necessary to provide the kind of emotional support referred to in question one. The mentors described the experience they brought to the mentoring relationship in terms of years of teaching experience as well as experience in terms of knowledge of pedagogy, curriculum, and/or content. The percentage of responses (42%) related to personal experience were comparable to those for personal qualities. The personal experiences described by mentors were those necessary to provide professional support described in question one.

Constructive criticism included responses that focused on a mentor's ability to discuss the pre-service teacher's strengths and weaknesses. The mentors responded by pointing out that they were able to compliment but also critique the pre-service teacher. The percentage of responses related to constructive criticism was 7%. The mentors indicated that they considered the ability to provide criticism as imperative to fulfilling the role of providing professional support. The response category of place to teach included references to mentors making their classrooms available to the re-service teachers to teach. A very small percentage (3%) of mentors included this as a characteristic or quality they bring to the mentoring relationship. The descriptions of the abilities that the respondents indicated they brought to the mentoring relationship were in accordance with their understanding of the responsibilities related to mentoring.

In question 3 (Have you ever received special training or preparation to become a mentor? If you have, briefly describe what the training was like), 144 of 264 mentors reported they had received some sort or training or preparation. About 70 (42%) of the respondents had received a brief orientation on how to complete evaluation forms and procedures. Less than half (44%, n=74) had received training from their school district and only 14% (n=23) had received any training from the university beyond learning to use evaluation forms.

The randomly selected group (34 mentors) that went through interviews and were asked to rank specific aspects of mentoring (providing critical feedback, personal relationship, standards, personal characteristics, modeling/demonstration, emotional support, and offering opportunities to teach) there was 15 out of 34 (44%) mentors who chose modeling/demonstration as the most important component and 11 out of 34 (32%) chose opportunities to teach. This view of their role is more closely aligned to what is traditionally described as a cooperating teacher (Hall et al., 2008). The findings of this study suggest that mentoring is a complex

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construct and that the perceptions mentors have may be influenced by the kinds and quality of mentoring experiences they have had.

Self-efficacy is a person's belief about his or her own ability and capacity to accomplish a task or deal with the challenges of life. Yost (2002) defined teacher efficacy as intellectual activity by which one forges one's beliefs about his or her ability to achieve a certain level of accomplishment and has a direct link to the way students perform in the classroom. A teacher with high self-efficacy tends to provide the most beneficial learning environment for his or her students. For example, with a high personal teaching efficacy it is certain that when he/she applies a current instructional strategy the students will in fact learn a complex motor skill (Yost, 2002). Teachers with high self-efficacy are also more likely to learn and implement new classroom strategies if they have the confidence in themselves to be able to use them and affect student learning. Teacher self-efficacy is an important part in the mentor role.

Yost (2002) conducted a study on a mentor program in a small mid-western university. The mentors who participated in the study were veteran educators and taught first, third, and fifth grade. The novice teacher participants were fully certified first year teachers. Three of the teachers mentored two novice teachers and one mentored one. Both mentors and mentees were enrolled in mentoring classes in their graduate programs. As part of their graduate program, teachers took a mentoring class the summer before the mentor year and another throughout the school year. The mentors provided help in the socialization of new teachers into the school and the community, regular team teach and teaching demonstrations in the new teacher's classroom, provided help with planning and classroom management, and conduct clinical observations throughout the year. The mentors were expected to spend about 50% of their time mentoring and 50% of their time working on district projects. The project related to classroom curriculum

for school wide curriculum issues. Data were collected through interviews, document collection, and observations.

The study found that the mentors who participated stated that as they went through the program they became more aware of their teaching and of the responsibilities they had to their students. Three of the four mentor teachers commented that they appreciated simply being chosen to serve as a mentor because it provided them with a new professional definition as it affirmed their competence as teachers. At the end of the program the mentors were well aware of the competencies and had an increased interest in what innovative practices they must pursue. One mentor stated, "The experience had made me a more dynamic teacher. It's given me confidence to excel as a teacher of teachers. It has forced me to stretch and think and grow" (Yost, 2002; p. 196). Another mentor stated that what definitely expanded for them was the realization that they could have influences on others. The study concluded that development of an educator's sense of teaching efficacy can benefit the schools, and both novice and veteran teachers.

Effective Mentoring Programs

Mentoring programs have the ability to instill a solid foundation for student teachers to begin their careers. Things like high expectations, knowledge of how to create equitable learning experiences, and a firm belief in the power of the classroom teacher to affect student learning must be at the heart of every mentoring program (Moir & Gless, 2001). In order for mentoring programs to be effective they must include a variety of components. Effect mentoring programs should include a program vision, quality mentoring, and professional standards.

A mentoring program's vision should establish the program's goals and philosophies. Mozen, 2005 states that supervision in student teaching is more meaningful if the student

teaching experience is linked to the program's philosophies. Program leaders should seek to promote the highest quality of instruction possible meaning they are willing to accept the responsibility for creating new professional expectations, for setting high standards and the organizational systems needed to support every teacher in reaching those levels of accomplishment (Moir & Gless, 2001). Quality mentoring programs must have as part of their vision a new image of a successful teacher whose leadership capacity is developed from the moment the teacher enters the classroom.

Evertson and Smithey (2001) conducted a study for a mentoring program which established the mentoring program goals from the very beginning which resulted to be an effective mentoring program. The study resulted from thinking about the development of new teachers and their concerns and needs related to planning, classroom management, and instructional strategies in the beginning of their teaching careers. The study consisted of two school consortiums. The first consortium was Evergreen and consisted of 9 school districts and 21 schools. The second consortium was Spring Valley and consisted of 14 schools. The study paired 46 experienced teachers with 46 novice teachers. All 46 novice teachers participated in identical 3 day workshops conducted at the district level before school started. There were 23 mentors in the treatment group who participated in a 4 day workshop before school started and in follow up meetings during the school year. There were 23 experienced teachers that made up the comparison group which did not participated in a workshop. There were also 15 Evergreen comparison mentors who participated in district mentoring orientation sessions, while the Spring Valley comparison mentors did not receive any structured orientation. A comparison group of 8 experienced teachers in Spring Valley were chosen by their respective protégés as their buddy teachers. Protégés were assigned to their mentors by their content area and school location.

Mentors in the treatment group attended a 4 day workshop held at a central location in each consortium. The goal of the workshop was to get mentors acquainted with knowledge of effective mentoring practices and engaged in activities and opportunities to process techniques and skills related to developing a productive mentoring relationship with a novice teacher. Mentors and university facilitators addressed the following 5 main questions in the workshop:

(a) What is the mentoring role?

(b) What are the needs and concerns of new teachers?

(c) What skills do experience teachers need to mentor new teachers effectively?

(d) What skills do mentors need to create a learning environment within a relationship in a school setting?

(e) How do mentors and protégés together develop action plans for protégés' beginning teaching?

Activities such as role playing, analyzing case studies, discussing research, viewing videos, and practicing systematic observation were used in the workshop to lead the mentors to explore the answers to the questions and to construct personal knowledge and plans for developing a positive learning climate within the mentoring relationship. Mentors also studied characteristics of adult learners, practiced effective communication skills, learned consultation strategies to encourage novice teachers to talk reflectively about their teaching, and management techniques that protégés had learned in their workshops.

Spring Valley met their protégés on the last day of the workshop. The mentors in Evergreen did not know their protégés at the time of the workshop nor the number of protégés they would be mentoring. There were monthly follow up meetings conducted on site for the prepared mentors by their workshop leaders, while comparison group mentors did not participate in organized meetings. All Evergreen protégés were observed at least three times, while all Spring Valley protégés were observed four to six times. Observations were done by central

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office personnel or university faculty, lasted about 30 to 50 minutes, and were conducted

beginning in either the first or second week of the school year.

Observers were not told whether protégés were in the treatment or comparison group.

During each observation, observers recorded descriptions of class activities and teacher and

student behaviors. The observers also used the Classroom Activity Record (CAR) to record

classroom narratives and estimates of students engaged. After each observation the observers

used Ratings of Classroom Instruction (RCI), an assessment tool to assess the protégés

instructional management, room arrangement, use of rules and procedures, meeting with

students' needs', management of student behavior and classroom climate. During observations

the observer would also categorize each student in one of three categories of task engagement:

definitely on task, definitely off task, probably on task.

All mentors took a pre and post assessment to write their perceptions of the needs of new

teachers. Mentor conferencing skills were assessed mentors in Spring Valley videotaped

conferences with their protégés. Mentor behaviors were analyzed using ratings to find the use of

conferencing skills taught in the workshop. All mentors and protégés were asked to keep weekly

records of their contacts with each other throughout the year. Goal setting summaries were also

created by both mentors and protégés in which they included a statement of a goal to be met

during the next month, strategies for meeting the goal, and indication of whether it was

successfully reached or if progress was made.

No difference was found between treatment and comparison group on their initial

assessment of protégés' needs. There was a slight difference found between pre and post

assessment in favor of the prepared group, which showed that prepared mentors reported being

more aware of the needs. Video conferences from Spring Valley mentors and protégés were

analyzed to assess the use of conferencing skills taught in the workshop. The videos were assessed with a 5 point Likert type scale. The mean rating differences just suggested that prepared mentors were able to apply conferencing learned in the workshop, use active listening skills more, and probe with follow up questions instead of making suggestions before their protégé had a chance to reconstruct the lesson for themselves.

The weekly summaries showed several differences between the two groups. The prepared mentors described more their plans to observe their protégés and even team teach with them and also described specific suggestions and conversations with their protégés about teaching problems. The comparison group mentors also described being concerned about their protégés, but reported talking more in general terms and not giving specific advice. Prepared mentors also used more appropriate vocabulary about classroom management that was consistent with that in mentors and protégé workshops. There were also some differences in the goal setting summaries. The summaries completed by the prepared mentors contained more elaboration about what mentor activities should be done, how they should be accomplished, and what to expect from them. The prepared mentors expressed the importance of having their protégé go around and meet school staff and other teachers as well as providing them with monthly schedules for grades and other activities happening throughout the year. The comparison group mentors used short telegraphic statements about upcoming plans for the next month and used little elaboration.

Protégés of prepared mentors were also rated significantly higher than the comparison group for providing rationale for lessons and concepts, pacing lessons appropriately, and checking for student understanding. Establishing routines and procedures were also significantly

higher for protégés of prepared mentors. The observers' narrative notes suggested that these protégés established more effective routines and procedures.

This study found that protégés of trained mentors showed increased evidence of developing and sustaining more workable classroom routines, managed instruction more smoothly, and gained student cooperation in academic tasks more effectively. An important finding was that the presence of a mentor alone may not be enough and that the mentor's knowledge and skill of how to mentor are also extremely important. Mentors who participated in the workshop did communicate with their protégés in ways that supported the new teacher and the current content information the protégés had just learned before starting their first year. The obvious advantage of the mentor workshop was to focus on the mentoring role and the way to interact with the protégés on central issues of starting the year and provide them with strategies and common vocabulary to help their protégés resolve teaching issues.

The new teacher/student teacher mentor is the most important feature of any high quality induction program. There is no technology, no curriculum, or no standardized structures that can substitute for the power of a knowledgeable and skillful experienced teacher (Moir & Gless, 2001). According to Moir & Gless (2001) quality mentoring requires, careful selection, training, and on-going support. Not every classroom teacher will make a talented mentor. Since mentoring new teachers is complex and it involves learning skills beyond those that most classroom teachers possess, it is extremely important that mentors learn not only what a new teacher needs to be successful but what a mentor teacher needs to know to be able to support a new teacher. The pedagogy of mentoring includes understanding of teacher development, professional teaching standards, performance assessments and content standards, along with strategies for classroom observations and a variety of coaching techniques (Moir & Gless (2001).

The earlier mentioned study by Giebelhaus and Bowman (2002) conducted a 10 week long investigation in which they observed the impact of specific methods of mentor training on the demonstrated classroom performance of pre-service teachers and considered some important criteria to select the participants that would be mentors to student teachers. The researchers looked at the number of years of teaching experience (ranged from 3 to 25) and they looked at the highest degree received (59% had completed some postbaccalaurate university work). The training mentors received resulted in the program being effective since data indicated that student teachers who collaborated with trained cooperating teachers and used a common framework for discussion demonstrated more complete and effective planning, more effective classroom instruction, and greater reflectivity on practice than those whose cooperating teachers only received the orientation.

Another study by Heung-Ling (2003) also considered important criteria for the mentors in their study and identified some of the characteristics needed in mentoring. The purpose of the study was to explore the dimensions of mentoring relationships between student teachers and principals that facilitate or hinder the mentoring process. The participants were four principals and 4 student teachers from four kindergartens in Hong Kong. The principals were Kindergarten principals holding a Certificate in Kindergarten Education or a degree in Early Childhood Education. The student teachers were part of the Qualified Kindergarten Teacher Program and have had 1 to 18 years of teaching experience. Data was collected through interviews, journal writings, and supervisory records written by principals.

The interviews were audio-taped semi-structured interviews designed to elicit participants' cognitions and feelings about the process of mentoring. A list of questions was used to guide the interviews and encourage the principals and student teachers to talk about their

stories. Student teachers were also asked to describe the system of mentoring and changes they had experienced. The student teachers were required to write a weekly journal during the first and second semester of the academic year for self-evaluation. Principals were required to perform at least one supervisory visit and complete a formal and written evaluation including comments on student teacher's planning, preparation, and performance.

The results found six categories within the mentoring relationship that affected the mentoring process. The dimensions found were levels of comfort, respect, openness, communication, support, and level of commitment. For the comfort category, 2 of the 4 student teachers stated they felt comfortable when they knew their principal would be their supervisor. Their relationship became even closer during the program. There was only 1 student teacher that had a different view about their mentor principal. The student teacher felt that their mentor was subjective, seldom praised her staff and did not like to listen to other's opinions, and felt uncomfortable to have the mentor as an advisor.

For the respect level category, 3 student teachers thought their principal had expert knowledge and thought their assigned mentor principal could help them develop skills and disposition to continue learning from experience. One of the student teachers stated that the ideas given to them by their mentor were very practical and useful, and that they could apply the newly acquired knowledge and techniques immediately. In the openness category, only one student teacher felt they were able to express concerns or opinions that were different from those of their principals. This student teacher had open communication that involved both the formal school business and informal daily chats and felt they could ask for their mentor's opinion when the student teacher had problems.

The communication level category had varied responses. The student teacher that described their relationship as open also stated that there was frequent communication and feedback. Another student teacher mentor pair stated that communication and feedback had been infrequent. For the support level category one student teacher stated that their mentor described what their strengths and weaknesses were with patience during the first supervisory visit and that their mentor encouraged them to work harder and improve her classroom management skills. In the commitment level category, the student teacher that stated to have the open communication relationship with their mentor also stated that their mentor provided them with a role model of a professional who had a high level of commitment to mentoring in early childhood education.

The results of the study suggest that relationship building should be the first priority for a successful mentor and mentee experience. It also indicated that both mentor and mentee needed to be trained to be aware of the complexity of a quality mentoring relationship. Not only do the mentors need training, but the student teachers need preparation to be mentored.

Effective mentoring programs need to recognize that the language and concepts of good teaching must be embedded and modeled throughout the professional environment. Since teacher mentoring programs recognize that the period of teacher learning is crucial, professional standards should then be used to guide new teacher learning and growth in meaningful ways. Professional standard including setting clear, significant, and achievable goals, will reflect upon successes and challenges, identify effective practices in their own classrooms, guide new learning, and the need for career long professional development (Moir & Gless, 2001).

Conclusion

In general the turnover rate among teachers is significantly higher than for other occupations. The fact is that there are an alarming and unsustainable number of teachers leaving

the teaching field during their first year of teaching. This indicates that there is a need to provide student and novice teachers with better preparation techniques to deal with everyday teaching activities to encourage teachers to stay in the teaching field. Previous research has shown that mentoring programs do increase retention rates (Ingersoll & Kralik, (2004); Eberhard, Reinhardt-Mondragon, & Stottlemyer, 2000; Gold, 1987).

The student teaching field experience is the most valuable aspect of a teacher preparation program. This experience is the time in which student teachers start making a connection between what they have learned in their courses and the type of teacher they intend to be. Mentoring programs can help guide student teachers through their first actual teaching experience and can provided them with support. Mentoring programs can do this by providing them with a mentor teacher who is an experienced teacher. Training the mentor teacher about mentor characteristics and similar framework that a student teacher has learned will help the student teacher in several teaching aspects such as planning lessons, classroom management, classroom instruction, and inspiring and managing the learning of their students on a daily basis (Giebelhaus & Bowman, 2002). Previous research has found that student teachers need mentoring support with provisions of information, mutual lesson observation, collaborative lesson preparation, and discussion in the office from their mentor teachers (Lee & Feng, 2007). These are some of the different aspects of teaching that student teachers need support with that they will be exposed to during their field experience.

Mentoring teachers are the teacher educators who have the greatest influence on the student teachers before they enter the profession. For this reason mentor teachers need to be aware of what their role and responsibilities are. Counselor, confidante, master, role model, sponsor, coach, teacher, trainer, guide, protector, leader, and helper are all used to describe the

role of a mentor (Mawer, 1996). Previous research on mentor teachers' perceptions of their role and responsibilities found the most important ones to be modeling teaching strategies, evaluation and reflection, collaboration in planning and implement curriculum, and providing profession and emotional support (Hall, Draper, Smith, Bullough, 2008; Weasmer & Woods (2003).

Effective mentoring programs include a program's goals, quality mentoring, and professional standards. The mentoring program's goals should state exactly what the purpose of the program is, which in most cases is to provide the mentor teachers with training before they have to mentor a teacher and to provide the student teachers with support (Evertson & Smithey, 2001). Quality mentoring requires careful selection, training, and ongoing support. Careful selection and training when it comes to selecting mentoring teachers, which means they need to have certain qualifications such as years of teaching experience, highest degree received, teacher certifications, and if they have any previous mentor training (Giebelhaus & Bowman, 2002). Effective mentoring programs need to include professional standards such as setting clear, significant, and achievable goals, reflect upon successes and challenges through evaluation, and identifying effective teaching practices in classrooms (Moir & Gless, 2001). Ultimately, there is a need for mentoring programs and these programs must work to create a context that will facilitate the student teacher's learning. This can be accomplished by training mentor teachers on central issues of teaching and by providing them with strategies to help student teachers.

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SCHOOL DISTRICT APPROVAL LETTERS

**El Paso
Independent
School District.**

Research and Evaluation

October 1, 2010

Ana L. Cisneros
1405 Louisiana St.
El Paso, Texas 79930

Dear Ms. Cisneros,

We have received your request to conduct research in the El Paso Independent School District. Congratulations, your study, *The Impact of Training on Physical Education Mentor Teachers' Self-Efficacy*, has been approved. You will conduct the research at Clardy, Mesita, Bliss, Moye, Polk Elementary Schools, Guillen, Terrace Hills, Charles Middle Schools, and Jefferson, Irvin, Coronado, High Schools under the endorsement of Principals Raquel Fraga, Laila R. Ferris, Donna Fox, Alicia E. Ayala, Micaela L. Varela, Cesar Uribe, Wayne Jones, Michael Mendoza, Steven J. Lane, Louis C. Loya, and Maria Eloisa A. Morales. Once the study is completed we would appreciate if you could send a copy of your findings to our department for our records. Thank you.

You have our best wishes for a successful continued study. Please contact me at (915) 881-2412 or email me at cperales@episd.org

Sincerely

Carlos Perales
Researcher

cc: Raquel Fraga, Laila R. Ferris, Donna Fox, Alicia E. Ayala, Micaela L. Varela, Cesar Uribe, Wayne Jones, Michael Mendoza, Steven J. Lane, Louis C. Loya, and Maria Eloisa A. Morales, Principals
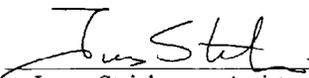
Approved: _____
James Steinhauser, Assistant Superintendent

Education Center-Boeing
6531 Boeing Drive • El Paso, Texas 79925 • (915)779-4260 • FAX (915) 771-1145
Mailing Address: P.O. Box 20100 • El Paso, Texas 79998-0100

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SOCORRO INDEPENDENT SCHOOL DISTRICT
Research and Evaluation

January 7, 2011

Ana Cisneros, Principal Investigator

Dear Ms. Cisneros:

This is to inform you that, upon reviewing the submitted documentation for your study titled "The Impact of Training on Physical Education Mentor Teachers' Self-Efficacy", the Office of Research and Evaluation has determined that your project conforms to our District's standards regarding informed consent, privacy issues, and FERPA regulations and has approved your Research Request Proposal. Your IRB number is 120.

Please provide a copy of this form to administrators when soliciting their participation. The school administrator has the right to decline campus participation and any participation in this research is entirely voluntary and may be withdrawn at any point. We understand that you will not use our District's name, or any other identifying information, when you publish your findings. We ask that you keep our department apprised of your progress through updates throughout your project's duration, and provide this office with a copy of your results upon completion.

If you require additional information, please feel free to call me at 915-937-0311 or e-mail me at kmendo05@sisd.net.

Sincerely,

Kelly Mendoza
Director of Research and Evaluation
Socorro Independent School District
12440 Rojas Drive
El Paso, TX 79928

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The Socorro Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities or employment.

January 14, 2011

Ana L. Cisneros
1405 Louisiana
El Paso, TX 79930

SENT VIA EMAIL:

Dear Ms. Smith: alcisner@episd.org

This is to inform you that the Office of Assessment, Research, Evaluation and Accountability at the Ysleta Independent School District has approved *The Impact of Training on Physical Education Mentor Teacher's Self Efficacy* project. We have determined that this project continues to conform to the district's standards regarding informed consent and FERPA regulations. Your IRB number for 2010-2011 is **#533**.

Please make this letter available upon your first communication with school principals and District staff as it provides them assurance that the study meets the district's research policy**. District approval does not ensure research participation from the faculty given that research subjects have the right not to participate and withdraw from the research study at any point.** If you will require District data, please submit all data requests through the A.R.E.A. office.

Also, please keep the office appraised of your progress and when the project is complete provide our office with a copy of your final report.

If you require additional assistance, you may contact me at (915) 434-0714 or e-mail me at lmadrigal@yisd.net.

Best regards,

Lizely Madrigal
YISD Program Evaluator

Mentor Workshop

Itinerary for Mentor Training Workshop

8:00AM- Meet and Greet

8:10AM- Welcome & Introduction

Welcome to the UTEP Mentoring Program for Physical Education Teacher Preparation Program.

The UTEP Mentoring Program is a pilot program from the Kinesiology Department developed

by Ana Cisneros as part of her thesis under the direction of Dr. Pederson. The purpose of this

program is to provide training to mentor teachers who will be mentoring a student teacher in the

Fall 2010 semester. The first half of the workshop will provide information for the mentors.

The second half of the workshop will provide information and activities with the mentor teachers

and the student teachers together.

The following is a schedule that we will follow throughout the workshop.

<u>Mentor Section</u>

8:15 **<u>Icebreaker-</u>** Name game- purpose of the game is to get acquainted and learn people's names

8:20 **I. Mentoring and the Mentoring Role**

   a. Role & Responsibilities- Definitions
   b. Nature of Dialogue and Communication between the mentor teacher and the student teacher (Provide a list of common words used in kinesiology courses and teaching courses developed by the student teacher & vice versa)
   c. Benefits & Pitfalls of mentoring

9:00 **II. Assisting the Student Teachers**
   a. Characteristics of Student Teachers
   b. Needs of student teachers
   c. University supervisor requirements & University requirements

9:40 – 9:50 **10 minute break**

9:50 **III. Helping Student Teacher with Critical Tasks of Teaching**

a. Classroom Management
   -Classroom setting
   -Managing student work
   -Supporting good behavior
b. Planning for Instruction- Provide copies of several Lesson Plan Templates from district, university, and personal

11:00 IV. Process of Mentoring
   a. Evaluating the Student Teacher
   b. Conducting Formal & Informal Observations

11:45 Question & Answer Session

12:00 to 1:00 Lunch

<u>Mentor & Student Teacher</u>

1:00 – 3:00   V. Ropes Course Activities

3:00 - 4:30 VI. Process of Mentoring- Mentor & Student Teacher
   c. Mentoring v. Evaluating
   d. Conducting Formal & Informal Observations- PDAS
   e. Practicing Communication Skills- Role play with scenarios
   f. Teaching the Student Teacher to use Teaching Knowledge
   I. Develop an Action Plan
      a. Set Goals & Plans- Mentor and student teacher

4:45   Closure- Questions & Answer Session

I. Mentoring and the Mentoring Role
 a. **Role & Responsibilities**

<u>Current Definitions</u>

- A <u>mentor</u> is a trusted counselor or guide
  (Merriam-Webster, 1997)

- Cooperating teachers described their roles as models, mentors, and guides.
  (Weasmer & Woods, 2003)

- Mentorship refers to a developmental relationship between a more experienced person to help a less experienced person referred to as a protégé.
  <u>www.wikipedia.org/wiki./mentoring</u>

- Mentoring is a mechanism of counseling, educating, and socializing the student into the school environment.
  (McIntyre, Hagger, & Wilkin, 1994)

Activities:
<u>Option1:</u> Discussion- Have mentor teachers brainstorm and discuss what they think and feel their responsibilities are as a mentor.

<u>Option 2:</u> Mix & Match- Have mentor teachers make flash cards with different student teacher responsibilities and mentor responsibilities written on them. Then have mentors determine whether the responsibility is a mentor responsibility or a student teacher responsibility and place it on a chart on a board.

Role & Responsibilities

- **List of what mentors are <u>meant</u> to do:**
  -acceptance, support, encouragement
  -advice guidance
  -bypassing bureaucracy, access to resources
  -challenge, opportunity,
  -clarification of values and goals
  -coaching
  -information
  -protection
  -role model
  -social status, reflected credit
  -socialization
  -sponsorship, advocacy
  -stimulate acquisition of knowledge
  - training, instruction
  -visibility, exposure

- **List of what mentors <u>actually</u> do:**
  -assessing
  -befriending
  -counseling
  -educating
  -hosting
  -inducting
  -negotiating
  -organizing
  -planning
  -training

- Three main dimensions in teacher mentor's work: structural support; personal support; professional support.

Mawer, M. (1996). *Mentoring in physical education*. London: Routledge Falmer.

I. Mentoring and the Mentoring Role
  b. Nature of Dialogue and Communication between the mentor teacher and the student teacher

<u>Activity:</u> Give mentor teachers a copy of a handout with the following information and a list of possible words they will need to know constructed by student teachers.

Acronyms Common to Education

<u>Acronyms</u>	<u>Definition</u>
AEIS	Academic Excellence Indicator System
AYP	Adequately Yearly Progress
ARD	Admission, review, and dismissal
BIC	Behavior Intervention Class
CTE	Career Technology Education
CCTE	Center for Career and Technology Education
CIP	Campus Improvement Plan
CIT	Campus Improvement Team
EC	Early Childhood Program (ages 3-5)
ED	Emotionally Disturbed
ELL	English Language Learner
ESL	English as a Second Language
ESOL	English for Speakers of Other Language
GT	Gifted and talented

Acronyms	Definition
IDEA	Individual with Disabilities Education Act
IEP	Individualized Educational Plan
ISS	In School Suspension
LD	Learning Disabled
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment (Special Education)
MH	Multiple Handicapped
MSR	Minimum Size Requirement
NTAP	New Teacher Assistance Program
OSS	Out of School Suspension
PEIMS	Public Information Management System
PMAS	Performance Based Monitoring System
PDAS	Professional development and Appraisal System
PDC	Professional Development Center
PLC	Professional Learning Communities
PPR	Pedagogy and Professional Responsibilities Test
PTA	Parent- Teacher Association
RR	Resource Room
SAPC	School Age Parent Center

Acronyms	**Definition**
SBEC	State Board of Education Certification
SIP	School Improvement Plan
SIRC	School Improvement Resource Center
SPED	Special Education
SST	Student Success Team
STAT	Student Teacher Assessment Team
TAKS	Texas Assessment of Knowledge and Skill
TEA	Texas Education Agency
TEAMS	The Employee Assignment Management System
TEKS	Texas Essential Knowledge and Skills
TExES	Texas Examination for Educator Standards
VH	Visually Handicapped

I. Mentoring and the Mentoring Role
  c. Benefits & Pitfalls of mentoring

Activity:
  1. Give mentor teachers a handout of the following information and discuss the importance of the mentoring relationship. Discuss and show them the possible things that may go right and the one that may not, which will affect the mentor/student teacher relationship
  2. Case Studies- have the mentor teachers work in groups and do role play sessions to illustrate some scenarios that they may come across while mentoring.

Positive Factors
The trainees indicated the following qualities as positive factors in a mentor:
  - A mentor able to carry out both a professional and personal role.
  - A mentor able to demonstrate competency in physical education through performance, understanding of material, competency in teaching skills and approaches and a knowledge of PE.
  - A mentor with interpersonal and communications skills.
  - A mentor who acts as an identifier of need and as a facilitator of teacher development.
  - A mentor who provides positive, constructive feedback.
  - A mentor who shows flexibility in allowing and fostering the development of individual teaching style approach.
  - A mentor who freely gives of their time and is willing to listen.
  - A mentor who is committed to the profession of teaching physical education.

Negative Factors
The trainees indicated the following qualities as negative factors in a mentor:
  - A mentor who is too authoritarian in approach.
  - A mentor who lacks flexibility.
  - A mentor who provides negative, contradictory feedback or no feedback at all.
  - A mentor who is a bad professional role model and does not set good examples.
  - A mentor who is overworked and cannot find time to talk to or interact with the trainee.
  - A mentor who demonstrates a lack of commitment to their position and profession.

Mawer, M. (1996). *Mentoring in physical education*. London: Routledge Falmer.

Activity: Divide mentor teachers into groups of 4. Give each group a scenario to act out for the rest of the mentor teachers. Have the audience discuss the type of experience in the scenario and what can be changed based on what they have learned so far.

Negative Experience

Our mentor was quite distinct to us. He did not even want to say "Hello." He wanted us to sit back and observe him teach. After he finished off the lesson, when we wanted to comment on something about the class, he did not want to talk about it. We were afraid of asking him questions.

Positive Experience

I did my first school experience in the same school, but now I was with a different teacher. He was quite a good teacher. His attitude towards the students was different from the first teacher's. He was quite friendly, but the students also respected them. He also taught us while teaching. For example, while he was asking questions o the students, he told us you should ask questions like this. I gained a lot of from him, in terms of classroom management, asking questions.

Negative Experience

Sometimes, my mentor interrupted the lesson when he did not like something about my explaining or the questions I asked. But this lessened my authority in class and I felt that I was not a successful teacher and was not going to be a good teacher. This made me reluctant to the teaching as a profession.

Negative Experience

At the beginning of my placement, I observed my mentor for two weeks. I saw that he was very tolerant to the students. When I began to teach, I paid attention not to do anything other than what my mentor did. My mentor was not open-minded. I observed it from my friend. She always preferred her teaching, when you would do something different she interferes. Therefore, I did not want to contradict with my mentor.

Positive Experience

The school's principal, Betty was Irene's mentor. Irene felt her principal had guided her endlessly. She had taught her how to write a lesson plan and later taught her how to make teaching materials. Betty gave Irene opportunities to try new things and broaden her view of teaching, and she counseled and advised her about handling children with diverse abilities.

Boz, N., Boz, Y. (2006). Do prospective teachers get enough experience in school placements? *Journal of Education for Teaching, 32*(1), 353-368.

II. Assisting the Student Teachers
  a. **Characteristics of Student Teachers**

Activity: Give mentor teachers a hand out with the following information and discuss the different characteristics that they might see in their assigned student teacher.
Student Teacher Characteristics

- Eager to learn from you

- Eager to try out what they have learned

- Nervous

- Scared

- Willing to Listen

- Worried about class size

- Willing to follow rules and instructions

III. Assisting the Student Teachers
   b. **Needs of Student Teachers**

Student Teacher Needs
- Unconditional support from mentor

- Need to feel welcome and that they belong at your school

- Introduced to faculty and students

- Need and want to be given constructive feedback

- Credibility- they are not just a college student or an just an intern

- Teach them how to deal with good and bad situations

- Teach them what your discipline plan is

- Role model- follow by example

- Not to be left alone while teaching your classes

- Guidance

- Instruct students individually or in small groups

- Evaluate students' work under the direction of the clinical faculty

- Attend grade level meetings, faculty meetings, parent conferences

- Assist in preparing teaching materials, classroom displays, bulletin boards

IV. Assisting the Student Teachers
    c. **University Supervisor Requirements & University Requirements**

University Requirements

1. Student teachers are required to complete seven and half weeks in each of their internships.

2. There are two internships to complete. One at the elementary level and another at the secondary level.

3. The clinical faculty will be required to fill out a final evaluation to determine if the student teacher has passed their internship.

4. If at any time during the semester the clinical faculty or grade level changes, the university supervisor needs to be contacted with the new information immediately.

5. Interns will maintain standards of dress and ethical behavior in accordance with the policies of the school to which you are assigned.

6. Interns are expected to follow the instructional program approved by the school district to which they are assigned and teach from lesson plans approved by the clinical faculty.

7. Interns must pass both TExES qualifying exams and successfully complete all the requirements in their internships to receive an "S" grade in the internship assignment.

8. Any appointments should be made after school if at all possible. **Only two** absences will be excused for the entire semester. Excessive absences can result in termination or extension of the internship. **Two tardies or two instances of leaving early (at their school site or at seminars) will count as one absence.**

(2009). Intern and Clinical Faculty Handbook Secondary Internship Semester, El Paso, TX: University of Texas at El Paso.

University Supervisor Requirements

1. It is the intern's responsibility to purchase the Internship Semester packet, which contains the intern and clinical faculty handbooks by the end of the first week of their internship. Make sure to give your clinical faculty his/her copy. The Internship Handbook will be reviewed by the University Mentor throughout the semester.

2. The interns will be observed in two different occasions at each level of their internship by their University Supervisor. One observation will be unannounced, in which the University supervisor will stop by to see how the intern is doing. The other observation will be scheduled. The intern will be evaluated using a computer system to evaluate their teaching.

3. The interns will be expected to have a detailed lesson plan ready for the University Supervisor to follow during the scheduled observation.

4. Interns will maintain standards of dress and ethical behavior in accordance with the policies of the school to which you are assigned.

5. Interns are expected to follow the instructional program approved by the school district to which they are assigned and teach from lesson plans approved by the clinical faculty.

6. Interns will be required to write weekly reflecting journals about their experience throughout their internship. (See p.16 for sample journal excerpts)

7. Interns will be required to attend review sessions once a week to review for their qualifying exams.

(2009). Intern and Clinical Faculty Handbook Secondary Internship Semester, El Paso, TX: University of Texas at El Paso.

Sample Journal Excerpts

High School

"Thus far, I have taken full responsibility for one block, pre-algebra, and I take over two more blocks starting a week from today. I have taken roll several times and graded homework papers, but have not given tests or quizzes yet. Mr. M wanted to grade the first one to see how they were doing. I have been assisting several students before, during, and after classes. This week the students have standardized testing, so I am doing a lot of extra planning. I feel pretty involved right now overall."

"In deciding what and how much content is to be presented in a class for a certain lesson involves number of things. Ms J. and I take into consideration which class we're dealing with. We expect the advanced students to go more in depth with material. They are treated as though they are college students who are expected to excel in their work. We consider the students who may struggle with material. We always make an effort to have a handout for students to see, we go over it aloud, and then mane times we give students many examples to help them understand the materials. We also look at how we assess the students we try to vary the assessment so the students have the opportunity to show their abilities."

Middle School

"During the day, I look ahead to future content so that I can get a general idea of where we are going so that I can begin to formulate lesson ideas. Decisions made about what and how much content is to be covered during a particular lesson is largely based on the students' needs and abilities. We look at what is to be taught during a lesson and try to decide how much and how well the students will be able to process within the time frame. We use our textbook as our content guide, sometimes rearranging sections, or even jumping chapters."

"After school, I shared tomorrow's lesson plan with Ms. H. She'd seen it before. We've been chatting about it all week and sort of sharing ideas. She is really helpful and doesn't mind sharing ideas and materials with me."

"Many of the students voiced their concerns that the story and the study guide were too hard to read and understand. But I stayed with them and encouraged them, giving them ways to find the meaning of a story. I showed a lot of empathy, and made sure not to act disgusted with their persistence that it was too hard. I encouraged them and told them I would not have assigned it if I didn't think they could handle it!"

Elementary

"Today I learned a valuable lesson in designing and planning instruction. No matter how good a plan might look and how much time you have put into it, there is no telling what will happen and how you may have to be flexible and change everything. So far I have noticed that a strong point I have is that I tend to incorporate different techniques for presenting the information."

"A plan I have with planning instruction is that I do not have a firm grasp on what these students are capable of achieving. A lot of times I think, 'This will be great!' and the students

are lost because I have gone way over their heads. I also look at students' work and think, 'I can't believe they got this wrong' or 'Can't they write faster than that?' I guess *I* am learning."

"There are students in my class that learn better with a hands-on approach, or through movement (kinesthetic learners). My supervising teacher incorporates movement into her lessons. For example, they clap, snap, stomp, etc., when spelling vocabulary words. I plan to do this also when I teach my lesson tomorrow."

Goethals, M. S., Howard, R. S., Sanders, M. M. (2004). *Student teaching: A process approach to reflective practice.* Upper Saddle River, New Jersey: Merrill Prentice Hall.

II. Assisting Student Teacher with Critical Tasks of Teaching
a. Classroom Management

The Ineffective Teacher
Begins the first day of school attempting to teach a subject and spends the rest of the school year running after the students

The Effective Teacher
 Research shows that effective teachers spend most of the first week teaching students to follow classroom procedures.

Classroom Management: Things To Remember
1. In order to teach, you must have control over your classroom.

2. In order to have true respect, you must give it

3. In order to have discipline there will be consequences for bad decisions.

4. In order to be the authority figure in a classroom, there is an imaginary line that you shouldn't cross.

5. A teacher cannot always be fair, but should strive to fairly apply the rules.

6. A positive classroom will accomplish much more than a classroom that is filled with negativism-don't threaten your students.

7. If you discipline in anger, your judgment can be in error.

8. It is important to act, not react.

9. If the emotional and/or physical well being of a student is at risk, then the offender should be removed from the room- no choices.

10. If teachers copy the discipline style of another, it may not fit into their classroom.

Ramos, Merchant, (2006). Starting Out Smart New Teacher Workshop Series: Middle & High School Level. El Paso, TX: El Paso Independent District.

III. Assisting Student Teacher with Critical Tasks of Teaching
a. **Classroom Setting & Supporting Good Behavior**

Bag of Tricks

All communication made with students must be made thoughtfully with wisdom and discretion. Remember, your ultimate goal is to create a positive environment based on mutual respect. These are some tips to help get started.

1. Write a behavior plan that focuses on rewards rather than punishments.

2. Show your students around your classroom, make sure they know where things are

3. Establish classroom routines.

4. State, explain, model, and demonstrate procedures.

5. Rehearse and practice the procedure.

6. Reteach, rehearse, practice, and reinforce the procedure.

7. Walk around classroom at all times so that you are in position to help students and to take

    care of students who are not behaving and quickly correct behavior.

Ramos, Merchant, (2006). Starting Out Smart New Teacher Workshop Series: Middle & High School Level. El Paso, TX: El Paso Independent District.

Activity: Mentor teachers to work in groups. Each group will discuss what type of discipline plan they implement with their students. After the discussion, they must all agree on one that they think is the best. The group of mentors must then come up with a scenario in which they would use the discipline plan and present it to the rest of the groups.

III. **Assisting Student Teacher with Critical Tasks of Teaching**
   b. Planning for Instruction

Activity: Provide both mentor teachers and student teachers different lesson plan samples.
Sample Lesson Plan 1- General Lesson Plan Developed by Teacher

Lesson Plan 1
Teacher: Ana L. Cisneros
Week Of: Oct. 27-Oct. 31
Subject: Physical Education / Muscles Review & Flag Football Intro
Grades: 6th

Monday   (Maroon)
Objectives: The students will review the basic muscle and fitness components.
                   The students will make corrections to their exams.

Tuesday   (Silver)
Objectives: The students will review the basic muscle and fitness components.
                   The students will make corrections to their exams.

Wednesday   (Maroon)   **Wellness Wednesday**
Objectives: The students will work with pedometers.
                   The students will walk for 30 minutes.
Activities: The students will participate in a warm-up activity by stretching and running.
                   The students will participate in a 30 min walk.
                   The students will record their steps.

Thursday   (Silver)   **SUB-Training**
Objectives: The students will work on their social skills.
                   The students will have their choice of play.
Activities: The students will participate in a warm-up activity by stretching and running.
                   The students will participate in a 10 min walk.
                   The students will have their choice of play.

Friday   (Maroon)
Objectives: The students will have an introduction to flag football.
                   The students will learn to play flag tag.
Activities: The students will participate in a warm-up activity by stretching and running.
                   The students will participate in a 10 min walk.
                   The students will be divided in teams to play flag tag.

TEKS: 116.23, 1(B), 2(C), 6(A)

IV. Process of Mentoring
 a. Evaluating Student Teacher

Weekly Evaluations:

Internship Semester Interns will meet with their clinical faculty weekly to confer on progress. The Weekly Progress Forms in the Intern Handbook are designed to determine the intern's progress and recommend adjustments if required. Clinical Faculty may select a few areas on which to focus on each week. It is not necessary for clinical faculty to rate the intern on each item each week. Please use the following guidelines for the weekly overall progress.

- Intern is to be evaluated as a **student intern** not as an experienced teacher.

- All evaluations are to be completed in the INTERN HANDBOOK, which remains the property of the intern. It is suggested that the clinical faculty retain a copy of each evaluation.

Final Evaluation Information:

- Weekly assessments provide both the Intern and Clinical Faculty with a record of progress to be considered when completing the Final Evaluation Form.
- The Final Evaluation form will be mailed or delivered to campus administration form the UTEP Field Experience Office. Final evaluation should reflect the overall picture of all the weekly assessments with the emphasis placed on the intern's improvement. Only original forms will be accepted

(2009). Intern and Clinical Faculty Handbook Secondary Internship Semester, El Paso, TX: University of Texas at El Paso.

V. Process of Mentoring
b. Formal & Informal Observations

Formal Observations

Formal observations involve experts or an experienced person watching and evaluating student performance. Formal observations can take many forms. All forms however are used for the same purpose, to let a person know how good they are doing their job. Here are some examples of formal observation types, questions to be asked, and how to reflect after the observation. These were taken from the Washington State Office of Superintendent of Public Instruction.

FORMAL OBSERVATIONS

Mentor and protégé observations can take many forms. Listed below are multiple observation formats and tools to use prior to and during the observations.

Planning Conference

Mentor/Coach asks the following questions:

Student Outcomes	What do you want your students to know or do by the end of this lesson?
Assessment	How will you gather evidence of student learning?
Instruction	How will you teach your student outcomes in this lesson?
Data Collection	What kind of data would be helpful for me to collect for you?

Data Collection

Mentor/Coach gathers data by observing:

Students	Evidence of student achievement, understanding, engagement, cooperative learning, etc.
Teacher	Instructional strategies, decisions, management, questioning, assessment, etc.

Reflect Conference

Mentor/Coach asks the following questions and shares data:

General Impressions	What went well and why? What did not go well and why?
Assessment	What is the evidence of student learning?
Instruction	How would you teach this lesson differently?
New Learning	What did you learn about yourself, your teaching, and your students? What area would you like to target to move forward in your teaching?
Next Steps: Teacher	What are some possible next steps for your target area?
Next Steps: Mentor	How can I support you in your next steps?

Planning Conference Guidelines

Allow 30 minutes for the Planning Conference

1. Set the date, time, and location for the observation and the Reflect Conference.
   - Observe one complete lesson
   - Plan 45 minutes for the Reflect Conference
   - Schedule the Reflect Conference ASAP after the observation, allowing adequate preparation time.
   - Determine where to sit and whether or not you will be introduced.

2. Ask the teacher to describe student outcomes, instructional activities, and assessment strategies for the lesson.
   - Help teacher identify and narrow specific student outcomes.
   - Assist teacher in planning ways to gather evidence of student learning **for this lesson**.
   - Be sure the teacher includes plans for student reflection and lesson closure.
   - Beginning teachers struggle with these three areas.

3. Decide together on one or two skills to watch for in the lesson and the kind of data to be collected.

4. Ask the final two questions:
   - What will be the hardest part of this lesson for the teacher? for students?
   - How will you accommodate all learners?

5. Videotaping the lesson is a possibility if you can't be there.

Goethals, M. S., Howard, R. S., Sanders, M. M. (2004). *Student teaching: A process approach to reflective practice.* Upper Saddle River, New Jersey: Merrill Prentice Hall.

Informal Observations
Informal observations are observations of the teaching and learning process for at least 15 minutes in length, which must include some type of oral or written feedback. When possible, supervisors are encouraged to engage teachers in a learning-focused dialogue about the observed lesson. Informal observations may be announced, but are generally unannounced visits, at the choice of the supervisor. When a post-conference is provided, the purpose and procedures for conducting it is providing feedback (www.gips.org/assets/files/Learning/12SupervEvaluation/2FormativeTSupervision/InformalObs ervations).

Activity: Have the mentor teachers watch a taped observation of a student teacher teaching a lesson to a class. Ask the mentor teachers to work in groups and have them take notes on feedback they would give the student teacher in the tape. Have each group present their feedback as if they were actually speaking to that student teacher. Discuss the differences in types of feedback the groups come up with.

VI. Develop an Action Plan
   a. Set Goals & Plans

Activity: This activity would be by mentor teachers and student teachers together. Have them reflect on the entire training they have just received and give them time to discuss and plan for the first weeks of teaching and set goals using an action plan.

An action plan is usually used in a group setting, but has been adapted to be used between mentors and student teachers. The action plan can be used as a weekly activity in which mentors and student teachers collaborate to plan and accomplish goals.

The action plan is a summary of discussion designed to create a collective goal that guides your thoughts and actions during the coming days. Although stated in practical terms, the plan focuses thoughts and actions toward the lofty ideas student teachers have about becoming a professional teacher. In producing an effective action plan you want to include components such as:

-insights you hear from others during this session that motivate and inspire you

-ideas and action you can practice in the school setting

-means for remembering to implement the actual plan during the week (for example, using your journal as a place to write about ways you implement the action plan).

Goethals, M. S., Howard, R. S., Sanders, M. M. (2004). *Student teaching: A process approach to reflective practice.* Upper Saddle River, New Jersey: Merrill Prentice Hall.

<div align="center">**EXAMPLE: ACTION PLAN**</div>

During the coming week we will be looking at the characteristics we think the ideal teacher possesses and ask ourselves the following questions: How close am I to becoming this ideal teacher? What is one major weakness I still see in myself? What is one way in which I've improved? We will write our reflections on these questions in our journals.

Example: Response to action a plan

Ideal teacher
In control, consistent, confident, "with it", flexible, sensitive to diverse needs, organized, motivational to self and students, collaborative, and at times crazy!!!

How close am I?
Light years away, baby! I feel good about myself and where I stand-but the teachers I work with are seasoned veterans who know this game. They are on top of the game! I will strive to get to this point, but for now I will take one step at a time.

One major weakness
I still have trouble adapting to sudden changes in the classroom. I can handle interruptions, but last second schedule changes and such get me all out of whack, I must learn to be more flexible in these types of situations.

One area of progress
I see a marked improvement in my own abilities as a classroom manager. I toughened up and they responded.

<div align="center">**EXAMPLE: ACTION PLAN, FACILITATIOR'S RESPONSE,
FOLLOW-TO ACTION PLAN**</div>

Action plan

This week we will try to be more positive with what we do and to write about this in our journals. We need to focus more on positive things to help boost our confidence in ourselves. We all seem to focus on the negative than the positive.

Facilitator's response
You appeared to openly share your stories and your plan gives you a specific practical goal. Best to do is following it!

Student teacher's response to action plan

We all focused on our strengths and progress as student teachers. This forced us to think about positives while still thinking about improvements to be made.

Pre and Post Surveys

Mentor Teacher Pre-Survey

Part I- Demographic Data
Please fill in the blanks

Age: _____

Gender: Male _____   Female _____

Ethnicity: _____

Grade Level of Teaching: _____

How many years of teaching experience do you have? _____

How many years have you taught at your current school? _____

What is your highest degree earned? _____

University or College attended: _____

Is this your first time being a cooperating teacher? _____ Yes _____No

If your answer was no to the previous question, how many student teachers have you mentored?
_____

If you have mentored student teachers before, did you receive any training before you mentored them? What type of training was it?

_____

_____

Part II- Mentor's Self-Efficacy
Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

1. I am honored and excited with being
    selected to be a mentor.   1 2 3 4 5

2. Teaching is exciting, rewarding, and challenging   1 2 3 4 5

3. I have knowledge of what a mentor's
   responsibilities are.   1 2 3 4 5

4. I can provide the student teacher with
   constructive feedback during his/her student
   teaching internship.   1 2 3 4 5

5. I can provide the student teacher with support
   during the student teaching internship.   1 2 3 4 5

6. The student teachers are prepared through
   different courses at the university and should
   be ready to teach.   1 2 3 4 5

7. I have knowledge of what a student teacher's
   responsibilities are.   1 2 3 4 5

8. One of the responsibilities of student teachers
   is to ask questions if he/she does not know or
   understand something.   1 2 3 4 5

9. I want to establish a strong and positive mentor/
    student teacher relationship.   1 2 3 4 5

10. I want the student teacher to have a great
     learning experience during his/her student
     teaching experience   1 2 3 4 5

Part III- Support
Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

11. As a mentor I am suppose to provide support
    to the student teacher I mentor.   1 2 3 4 5

12. I should provide professional support to the
    student teacher I mentor.   1 2 3 4 5

13. I should provide the student teacher with
    resources for lesson plans and activities.   1 2 3 4 5

14. I should provide the student teacher with
    model teaching strategies.   1 2 3 4 5

15. I should provide the student teacher with
    support towards interactions with students,
    other teachers, and administrators.   1 2 3 4 5

16. I should provide emotional support
    to the student teacher I mentor.   1 2 3 4 5

17. I should provide the student teacher with
    emotional support to deal with the adaptation
    to teaching.   1 2 3 4 5

18. I should provide the student teacher with
    support to succeed throughout their internship.   1 2 3 4 5

19. I am willing to support the student teacher in
    any way possible so he/she feels strong and
    confident.   1 2 3 4 5

Part IV- Importance of mentoring characteristics

Please rank the following aspects of mentoring using 1 as being the most important and a 7

indicating the least important:

_____ Critical Feedback   _____ Professional Support

_____ Relationship   _____ Emotional Support

_____ Teaching experience   _____ Opportunities to teach

_____ Modeling/demonstrating

Part V- Additional Information

Please write any additional comments or concerns about your experience of being a mentor.

Student Teacher Pre-Survey

Part I. Demographic Information

Name: _____

Current Address _____ City _____ State _____

Zip Code _____ Phone: (H) _____(C) _____

Email _____

Gender: ___M ___ F

Race/Ethnicity: ___Asian/Pacific Islander ___Black ___Hispanic

      ___Native American ___White ___Other:_____

Age: _____

Please list all educational institutions attended after high school.

Institution	Date Attended	Degree/Certification

My teaching assignment is: Grade Level _____

My internship schools are: _____

Part II- Student Teacher's Self-Efficacy

Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

1. I am honored and excited to be working
   with a mentor.   1 2 3 4 5

2. Teaching is exciting, rewarding, and challenging   1 2 3 4 5

3. I have knowledge of what my responsibilities
   as a student teacher are.   1 2 3 4 5

4. One of the responsibilities as a student teacher
   is to ask questions if I don't know or don't
   understand something.   1 2 3 4 5

5. I have knowledge of what the responsibilities
   of my mentor are.   1 2 3 4 5

6. I feel adequately prepared to begin my student
   teaching internship.   1 2 3 4 5

7. I am willing to listen to the constructive
   feedback provided to me during my student
   teaching internship.   1 2 3 4 5

8. I understand the policies and procedures of
   my internship school.   1 2 3 4 5

9. I want to be accepted by my internship school
   faculty, staff, and community.   1 2 3 4 5

10. I want to establish a strong and positive mentor/
    student teacher relationship.   1 2 3 4 5

11. I want to have a great learning experience
    during my student teaching internship.   1 2 3 4 5

Part III- Support

Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

12. I need my mentor teacher to provide
    support for me.   1 2 3 4 5

13. My mentor teacher is suppose to provide
    professional support for me.   1 2 3 4 5

14. My mentor teacher should provide me with
    resources for lesson plans and activities.   1 2 3 4 5

15. My mentor teacher should provide
    model teaching strategies for me.   1 2 3 4 5

16. My mentor teacher should provide
    support towards interactions with students,
    other teachers, and administrators.   1 2 3 4 5

17. I need my mentor teacher to provide emotional
    support.   1 2 3 4 5

18. My mentor teacher should provide
    emotional support to deal with the adaptation
    to teaching.   1 2 3 4 5

19. My mentor teacher should provide
    support to succeed throughout my internship.   1 2 3 4 5

20. I am open to receive support from my mentor in
    any possible way so I feel strong and
    confident.   1 2 3 4 5

Part IV- Importance of mentoring characteristics

Please rank the following aspects of mentoring using 1 as being the most important and a 7

indicating the least important:

_____ Critical Feedback   _____ Professional Support

_____ Relationship   _____ Emotional Support

_____ Teaching experience   _____ Opportunities to teach

_____ Modeling/demonstrating

Part V- Additional Information

Please write any additional comments or concerns you may have now before starting your student teaching internship.

Mentor Teacher Post-Survey

Part II- Mentor's Self-Efficacy
Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

1. I was honored and excited with being
   selected to be a mentor.   1   2   3   4   5

2. Teaching is exciting, rewarding, and challenging   1   2   3   4   5

3. I had knowledge of what a mentor's
   responsibilities are.   1   2   3   4   5

4. I provided the student teacher with
   constructive feedback during his/her student
   teaching internship.   1   2   3   4   5

5. I provided the student teacher with support
   during the student teaching internship.   1   2   3   4   5

6. The student teachers are prepared through
   different courses at the university and were   1   2   3   4   5
   ready to teach.

7. I had knowledge of what a student teacher's
   responsibilities are.   1   2   3   4   5

8. One of the responsibilities of student teachers
   was to ask questions if he/she did not know or
   understand something.   1   2   3   4   5

9. I established a strong and positive mentor/
   student teacher relationship.   1   2   3   4   5

10. The student teacher to had a great

learning experience during his/her student
teaching experience   1   2   3   4   5

Part III- Support
Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

11. As a mentor I provided support
     to the student teacher I mentored.   1   2   3   4   5

12. I provided professional support to the
     student teacher I mentored.   1   2   3   4   5

13. I provided the student teacher with
     resources for lesson plans and activities.   1   2   3   4   5

14. I provided the student teacher with
     model teaching strategies.   1   2   3   4   5

15. I provided the student teacher with
     support towards interactions with students,
     other teachers, and administrators.   1   2   3   4   5

16. I provided emotional support
     to the student teacher I mentor.   1   2   3   4   5

17. I provided the student teacher with
     emotional support to deal with the adaptation
     to teaching.   1   2   3   4   5

18. I provided the student teacher with
     support to succeed throughout their internship.   1   2   3   4   5

19. I supported the student teacher in

any way possible so he/she felt strong and
confident.   1   2   3   4   5

Part IV- Importance of mentoring characteristics
Please rank the following aspects of mentoring using 1 as being the most important and a 7

indicating the least important:

    _____ Critical Feedback   _____ Professional Support

    _____ Relationship   _____ Emotional Support

    _____ Teaching experience   _____ Opportunities to teach

    _____ Modeling/demonstrating

Part V- Additional Information
Please write any additional comments or concerns about your experience of being a mentor.

Student Teacher Post-Survey

Part II- Student Teacher's Self-Efficacy

Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

1. I was honored and excited to be working
   with a mentor.   1   2   3   4   5

2. Teaching is exciting, rewarding, and challenging   1   2   3   4   5

3. I had knowledge of what my responsibilities
   as a student teacher were.   1   2   3   4   5

4. One of the responsibilities as a student teacher
   was to ask questions if I didn't know or didn't
   understand something.   1   2   3   4   5

5. I had knowledge of what the responsibilities
   of my mentor were.   1   2   3   4   5

6. I felt adequately prepared to begin my student
   teaching internship.   1   2   3   4   5

7. I listened to the constructive
   feedback provided to me during my student
   teaching internship.   1   2   3   4   5

8. I understood the policies and procedures of
   my internship school.   1   2   3   4   5

9. I was accepted by my internship school
   faculty, staff, and community.   1   2   3   4   5

10. I established a strong and positive mentor/
    student teacher relationship.   1   2   3   4   5

11. I had a great learning experience
    during my student teaching internship.   1 2 3 4 5

Part III- Support
Please select the best choice which describes your feelings by circling the number that applies.
1= strongly disagree
2=disagree
3=agree
4=somewhat agree
5=strongly agree

1. My mentor teacher provided
   support for me.   1 2 3 4 5

2. My mentor teacher provided
   professional support for me.   1 2 3 4 5

3. My mentor teacher provided me with
   resources for lesson plans and activities.   1 2 3 4 5

4. My mentor teacher provided
   model teaching strategies for me.   1 2 3 4 5

5. My mentor teacher provided
   support towards interactions with students,
   other teachers, and administrators.   1 2 3 4 5

6. My mentor teacher to provided emotional
   support.   1 2 3 4 5

7. My mentor teacher provided
   emotional support to deal with the adaptation
   to teaching.   1 2 3 4 5

8. My mentor teacher provided
   support to succeed throughout my internship.   1 2 3 4 5

9. I was open to receive support from my mentor in
   any possible way so I felt strong and
   confident.   1 2 3 4 5

Part IV- Importance of mentoring characteristics

Please rank the following aspects of mentoring using 1 as being the most important and a 7

indicating the least important:

_____ Critical Feedback	_____ Professional Support
_____ Relationship	_____ Emotional Support
_____ Teaching experience	_____ Opportunities to teach
_____ Modeling/demonstrating	

Part V- Additional Information

Please write any additional comments or concerns you may have now before starting your student teaching internship.

Mentor Teacher Evaluation

Directions: Please evaluate the performance of the Mentor Teacher who worked with you this year by circling the appropriate ratings for the criteria listed below.

Mentor Teacher's Name _____   School Site: _____

Grade Level: _____

Placement 1- ____   Placement 2- ____

Please evaluate the Mentor Teacher on the following criteria:	Met	Partially Met		Not Met
1. Provided orientation for me to the school site, classroom, and curriculum. Introduced the me to fellow teachers, and school personnel.	4	3	2	1
2. Created an atmosphere of acceptance among the students by introducing and supporting me as a co-teacher.	4	3	2	1
3. Modeled effective instructional and classroom management strategies, presenting demonstrating/ application lessons for the me to observe, and provided regular opportunities for the student teacher to practice and receive feedback.	4	3	2	1
4. Demonstrated excellent communication skills in working with students, families, colleagues, and community members.	4	3	2	1
5. Arranged time for conferencing with me on a regular basis.	4	3	2	1
6. Provided the me with professional advice and demonstrated knowledge of teaching competencies to be acquired by the student teacher by modeling current instructional techniques.	4	3	2	1
7. Shared planning strategies (daily, weekly, etc.) throughout the year.	4	3	2	1
8. Observed me regularly and provided helpful and informative feedback.	4	3	2	1
9. Required lesson plans for review and provided suggestions before the lesson was taught.	4	3	2	1

10. Kept the university supervisor appraised   4   3   2   1
    of my gains in proficiency.

11. Overall rating of mentor teacher   4   3   2   1
    Comments:

Important Question; write your answer and comment on this page.
12. Would you recommend a student teacher be placed in this classroom?
    Comments:

Reflective Journal Guidelines

The format for this journal of experience should be a series of selected, weekly topics for written comments and analysis of own observations and experiences. This journal reflects the personal journey toward becoming a professional educator for student teachers and toward becoming an effective mentor for the cooperating teachers. Both student teachers and cooperating teachers should include some of the following topics in their journals and were adapted from the work of Howards, Goethals, Sanders, (2004):

- Write about critical happenings in the classroom that help you learn to be an effective teacher

- Write about the "big questions" (Why? How? When? What? What if?)

- Write about issues surrounding your daily interactions with learners and others at your placement school

- Raise questions about the planning process

- Talk about conversations with and suggestions from your supervising teacher

- Analyze your interactions with students and record your observations about the system in general

Interview Questions

Questions for the student teachers will be as follows and were adapted from the work of Glen

(2006) and Hall, Draper, Smith, Bullough, (2008):

(1) Describe the relationship you share with your mentor teacher.

(2) In what way(s) has your mentor teacher been particularly helpful?

(3) How has he/she met your expectations about how a mentor teacher would (or should) be?

(4) What has been the most rewarding part of your mentoring experience thus far?

(5) What has been the most challenging part of your mentoring experience thus far?

Questions asked of each mentor include:

(1) Describe the relationship you share with your student teacher.

(2) Why did you agree to become a mentor teacher?

(3) How do you feel you can best benefit your student teacher as his/her mentor?

(4) What has been the most rewarding part of your mentoring experience thus far?

(5) What has been the most challenging part of your mentoring experience thus far?

Informed Consent Forms

Protocol Title: The Impact of Training on Physical Education Mentor Teachers' Self – Efficacy
Principal Investigator: Ana L. Cisneros
UTEP, Kinesiology Department: Physical Education Teacher Education (PETE) Student
Teacher

1. Introduction

In this consent form, "you" always means the study subject. If you are a legally authorized
representative (such as a parent or guardian), please remember that "you" refers to the study
subject.

You are being asked to take part voluntarily in the research project described below. Please take
your time making a decision and feel free to discuss it with your friends and family. Before
agreeing to take part in this research study, it is important that you read the consent form that
describes the study. Please ask the study researcher or the study staff to explain any words or
information that you do not clearly understand.

2. Why is this study being done?

You have been asked to take part in a research study to investigate the impact of formal training
on physical education mentor teachers' self efficacy in mentoring student teachers.
Approximately, 23 Physical Education Teacher Education (PETE) student teachers will be
enrolling in this study at UTEP. You are being asked to be in this study because you are a
student teacher in the Kinesiology Program. If you decide to participate in this study, your
involvement will last about 8 weeks for a single subject.

3. What is involved in the study?

If you agree to take part in this study, the research team will have you: (1) complete pre- and
post-surveys regarding your internship with your assigned mentor; (2) participate in an audio-
taped interview; and (3) complete a final evaluation form on your experience with your mentor.
There are no known risks with this research.

Interviews will be taped and transcribed by the researcher. The interview questions will be
analyzed separately and will be divided into themes that emerge. The audio tapes will be stored
in a file cabinet in the Faculty Advisor's office in the College of Health Sciences. The principal
researcher, Ana L. Cisneros, and the Faculty Advisor, Dr. Rockie Pederson, will be the only ones

with access to the recordings. The recordings will be destroyed 2 years after the study is complete.

4. What are the risks associated with this research?

There are no known risks with this research.

5. What will happen if I am injured in this study?

The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Ana L. Cisneros at (915) 731-0206 or to Dr. Rockie Pederson at (915) 747-7258 and to the UTEP Institutional Review Board (IRB) at (915 747-8841) or irb.orsp@utep.edu.

6. What are the benefits to taking part in this study?

The benefits for student teachers participating in this study would be the opportunity to experience working with trained mentors who understand the role of mentors and create an environment that meets the needs of a student/novice teacher.

7. What other options are there?

You have the option to not take part in this study. There will be no penalties involved if you choose not to take part in this study.

8. Who is paying for this study?

UTEP and Ana L. Cisneros and Dr. Rockie Pederson are receiving no funding to conduct this study.

9. What are my costs?

There are no direct costs. You will be responsible for travel to and from the research site and any other incidental expenses.

10. Will I be paid to participate in this study?

You will not be paid for taking part in this research study.

11. What if I want to withdraw, or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in this study, there will be no penalty.

If you choose to take part, you have the right to stop at any time. However, we encourage you to talk to a member of the research group so that they know why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them.

The researcher may decide to stop your participation without your permission, if he or she thinks that being in the study may cause you harm.

12. Who do I call if I have questions or problems?

You may ask any questions you have now. If you have questions later, you may call Ana L. Cisneros at (915) 731-0206 or through email at alcisneros@utep.edu or Dr. Rockie Pederson at (915) 747-7258 or through email at rpederson@utep.edu.

If you have questions or concerns about your participation as a research subject, please contact the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

13. What about confidentiality?

A code number identifying each participant will be assigned at the beginning of the study. No names of participants or schools will be used in publication(s). Any information obtained in connection with this study and that can be identified will remain confidential and will be disclosed only with the participant's permission. Participant responses will not be linked to the participant's name in any written or verbal report of this research project. Your part in this study is confidential. All records will be stored in the Faculty Advisor's office in the College of Health Sciences.

14. Mandatory reporting

If information is revealed about child abuse or neglect, or potentially dangerous future behavior to others, the law requires that this information be reported to the proper authorities.

15. Authorization Statement

I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Participant Name: _____   Date: _____

Participant Signature: _____   Time: _____

Participant or Parent/Guardian Signature: _____

Consent from explained/witnessed by: _____
                                                                     Signature

Printed Name: _____

Date: _____Time: _____

Protocol Title: The Impact of Training on Physical Education Mentor Teachers' Self – Efficacy
Principal Investigator: Ana L. Cisneros
UTEP, Kinesiology Department: Physical Education Teacher Mentor

1. Introduction

In this consent form, "you" always means the study subject. If you are a legally authorized representative (such as a parent or guardian), please remember that "you" refers to the study subject.

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You have been asked to take part in a research study to investigate the impact of formal training on physical education mentor teachers' self afficacy in mentoring student teachers. Approximately, 23 mentor teachers will be enrolling in this study at UTEP. You are being asked to be in this study because you are a physical education teacher mentor. If you decide to participate in this study, your involvement will last about 8 weeks for a single subject.

3. What is involved in the study?

If you agree to take part in this study, the research team will have you: (1) complete a pre- and post-surveys regarding your internship with your assigned mentor; (2) participate in an audio taped interview; and (3) complete a final evaluation form on your experience with your student teacher. There are no known risks with this research.

Interviews will be taped and transcribed by the researcher. The interview questions will be analyzed separately and will be divided into themes that emerge. The audio tapes will be stored in a file cabinet in the Faculty Advisor's office in the College of Health Sciences. The principal researcher, Ana L. Cisneros, and the Faculty Advisor, Dr. Rockie Pederson, will be the only ones with access to the recordings. The recordings will be destroyed 2 years after the study is complete.

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5. What are the benefits to taking part in this study?

The benefits for mentor teachers participating in this study would be acquiring skills useful in mentoring student teachers and novice teachers. These skills would also transfer to working with colleagues and students.

6. What other options are there?

You have the option to not take part in this study. There will be no penalties involved if you choose not to take part in this study.

7. Who is paying for this study?

UTEP and Ana L. Cisneros and Dr. Rockie Pederson are receiving no funding to conduct this study.

8. What are my costs?

There are no direct costs. You will be responsible for travel to and from the research site and any other incidental expenses.

9. Will I be paid to participate in this study?

Mentor teachers participating in the Mentor Training will receive $100.00 for completing the training.

10. What if I want to withdraw, or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in this study, there will be no penalty.

If you choose to take part, you have the right to stop at any time. However, we encourage you to talk to a member of the research group so that they know why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them.

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Participant Signature: _____   Time: _____

Participant or Parent/Guardian Signature: _____

Consent from explained/witnessed by: _____
                                                                    Signature

Printed Name: _____

Date: _____ Time: _____

CURRICULUM VITA

Ana Cisneros was born and raised in El Paso, TX. After graduating from El Paso High School in 1999, she worked at the local YWCA and started her undergraduate studies at the University of Texas at El Paso (UTEP). She received the Outstanding Major of the Year Award in 2004, at American Association for Health Physical Education Recreation and Dance, (AAHPERD). Ana received her Bachelor's Degree in Science in December 2004. She then started teaching Physical Education and Health and coaching sports for the El Paso Independent School District, (EPISD). In spring 2005, she entered the Graduate school at The University of Texas at El Paso. Ana was also selected as the Regional Division Chair for the Texas Association for Health, Physical Education, Recreation, and Dance, (TAHPERD) in 2010.

Permanent Address: 535 S. Mesa Hills Dr. Apt 1013
El Paso, TX 79912